

DOCUMENT RESUME

ED 218 518

CE 033 199

AUTHOR Lanzano, Susan, Ed.
TITLE ESL and Coping Skills: A Guide for Teachers.
INSTITUTION Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.
SPONS AGENCY New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.
PUB DATE [79]
NOTE 134p.
AVAILABLE FROM National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 (\$6.00).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Adult Basic Education; Communication Skills; *Coping; Daily Living Skills; Employment Interviews; *English (Second Language); Instructional Materials; Job Application; *Lesson Plans; Nutrition; Payroll Records; *Second Language Instruction; *Teaching Methods; Wages

ABSTRACT

This guide for teachers contains two articles and four sample lessons on teaching English as a second language (ESL). The first article presents an overview of planning an ESL curriculum which includes coping skills, emphasizing the necessity of teaching language as it is used in everyday life, not just the classroom variety found in textbooks. The second article is a report on a survey developed to assess actual ESL students' opinions on which coping skills are important to learn in a classroom. The survey showed that students need coping skills but are clearly more interested in learning basic English language. The survey also showed differences in what skills were desired by groups of Spanish-speaking persons, Polish, and Japanese. Finally, the guide contains four model lessons which exemplify different possibilities for integrating coping skills as discussed in the overview. Lessons cover wages and paycheck deductions, job interviews, weight loss and nutrition, and job applications, while providing students with knowledge of the future conditional tense, reported statements and questions, and the use of should and should have. (KC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED218518

ESL AND COPING SKILLS:
A GUIDE FOR TEACHERS

SUSAN LANZANO, EDITOR

PUBLISHED AND DISTRIBUTED BY:

RESOURCE DISSEMINATION CENTER
CENTERS OF ADULT EDUCATION
MONTCLAIR STATE COLLEGE
UPPER MONTCLAIR, NEW JERSEY 07043

201-893-4318/4353
8-223-4318

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

Frances M. Spinelli

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



CE 033199

THESE MATERIALS ARE PUBLISHED PURSUANT TO GRANTS MADE AVAILABLE THROUGH THE NEW JERSEY DEPARTMENT OF EDUCATION, DIVISION OF SCHOOL PROGRAMS, BUREAU OF ADULT, CONTINUING, COMMUNITY EDUCATION, UNDER SECTION 309 OF THE ADULT EDUCATION ACT, P.L. 91-230, AS AMENDED.

BARRY F. SEMPLE, DIRECTOR
BUREAU OF ADULT, CONTINUING, COMMUNITY EDUCATION

RESOURCE DISSEMINATION CENTER

BEVERLY SCHWARTZ, COORDINATOR

PRODUCT REVIEW COMMITTEE

JOANN BERG
BETTY LOU BIONDE
BRUNO CICCARIELLO
LYNN KLEM
BEVERLY SCHWARTZ
FRAN SPINELLI
VIRGINIA WALLACE

PROJECT MONITORING COMMITTEE

JOANN BERG
WARREN CEURVELS
BRUNO CICCARIELLO

The Resource Dissemination Center is a new 309 project established to help retrieve and make available to adult and community education practitioners some of the many excellent curriculum materials, research design, and exemplary practices developed by staff of New Jersey 309 projects and other programs.

Some materials published through the Center are available free to workshop participants, some are sold at cost. Reports and research documents, as well as 309 curriculum materials, are available on loan. Technical assistance and training workshops in the adoption of materials and/or practices are available on request.

CONTENTS

- A. "Teaching ESL for Communication Beyond the Schoolroom"
by Susan C. Lanzano

- B. "What ESL Students Want: A Report of Their Opinions on
Coping Skills in the Classroom"
by Jean W. Bodman and Susan C. Lanzano

- C. Model Lessons in ESL and Coping Skills
 - . Future Conditional/Wages and Paycheck Deductions
by Kathy Durnin
with Jean W. Bodman, Susan C. Lanzano, Michael R. Lanzano

 - . Reported Statements and Questions/Job Interviews
by Susan C. Lanzano and Michael R. Lanzano
with Jean W. Bodman, Kathy Durnin

 - . Should/Weight Loss and Nutrition
by Susan C. Lanzano
with Jean W. Bodman, Kathy Durnin, Michael R. Lanzano

 - . Should Have/Job Applications
by Joann Berg

PREFACE

The material presented in this package was not originally designed as a continuous, unified piece nor is it intended as a linear guide to the integration of coping skills into established English As A Second Language curricula.

However, these materials do provide some continuity in that 1) all address the basic issues inherent in the incorporation of coping skills and ESL instruction; and 2) all reflect essentially the thinking of one professional who, together with the several colleagues represented here, has spent a good deal of time considering the issues and techniques discussed.

The topic of the integration of coping skills and ESL is approached here via these vehicles: 1) a thoughtful overview of the considerations involved in planning just such a curriculum; 2) a report on a survey developed to assess actual ESL students' opinions on which coping skills are important to learn in a classroom; and 3) some model lessons which exemplify different possibilities for coping skills integration as discussed in the overview.

It is important to emphasize that the model lessons presented here are just that: examples of how information about the practice of everyday survival skills may be integrated into basic language instruction. ESL teachers, always by necessity their own best curriculum developers, may take these models and apply them to a wide variety of English structures and an almost infinite number of coping skills. The models may also be adapted to meet the needs of ESL students at other levels of language proficiency.

- Susan C. Lanzano

Teaching ESL for Communication

Beyond the Schoolroom

by Susan C. Lanzano

Jersey City State College
Adult Education Resource Center

(Text of a speech presented to the Division of
Adult Education, U. S. Department of
Health, Education and Welfare, February 2, 1979)

I have been asked to speak today on the subject of integrating coping skills into the English as a second language curriculum. It is a topic that I am happy to address here today for two reasons. The mere fact that it is a topic of current interest shows that the field of ESL has progressed enormously from where it was when I began working in it only nine years ago. And the fact that the Division of Adult Education has asked for a paper on this topic is an indication of the extent to which adult education is among a select few special interest groups leading the way toward language instruction which begins with the communication needs of the learners.

Let me begin this talk with a little bit of history: When I took my first graduate level ESL course nine years ago, I learned two very valuable things: 1) If you're going to teach ESL, you can never know too much about the language, and if you're good, you will never stop learning more about it. 2) You must be careful in planning a lesson to build on what the student already knows and try to add only one new thing at a time. In the past nine years, while those guiding principles have remained valid, the field of ESL has changed so much that their interpretation has had to change.

Changes in the field have taken place in two major areas, our ideas about language being one and our ideas about language learning being the other. Beginning with language learning, research in first and second language acquisition has resulted in a different attitude about language learning. The behaviorist underpinnings which supported audio-lingual methodology and its assumptions that one learned a language simply by imitating correct forms supplied by the teacher and by avoiding incorrect forms by not taking chances, have been supplanted by a more cognitive approach in which the learner is seen as taking a much more active role in the acquisition of language. The learner, presented with samples of language, infers rules and then generates new language on the basis of those rules. He is seen as an experimenter who learns not only when generating correct language but also by making mistakes; and instruction at its best works with the student and his language. This is quite different from the previous tradition in which the teacher's role was to present a predetermined corpus of material, regardless of where the student was in his development with the language.

Many educators have moved from a curriculum-dominated mode of instruction to a student-centered mode. In terms of nationally-known school of thought, the Silent Way, originated by Caleb Gattegno is probably the most representative of this approach.

Another major contribution to our ideas about language learning and hence about second language methodology has come from humanistically-inclined psychologists and educators who have pointed out that any approach that deals with a learner as a disembodied intellect will at worst fail or at best be less successful than one which recognizes and satisfies the learner's needs in the affective domain--needs such as feeling secure, being part of a community, being understood and appreciated by others. Counseling-Learning and Community Language Learning, models developed by Charles Curran, are well known for their contribution in this area. So, in the areas both of affect and cognition, ESL has come a long way from the strict, stimulus-response methodology which, for a long time, dominated the national language teaching scene.

Now, to address the other major area of change: What was our assumption about the nature of the language we had to teach, and how has that changed? Going back to that first ESL course I took, I learned that ESL instruction should concentrate on teaching grammatical structures and that there was a specific progression to follow which began with the verb to be in its various forms and with its various complements, which after a great deal of time included as a complement verbs ending in -ing; then after all of this was mastered, one moved on to other verbs in the simple present, and so on. If one wanted to do a really good job of teaching structure, to do it "the right way," one would stay on the verb be for at least two months--and that was in an intensive course. The content of lesson plans for the first days looked something like this:

STRUCTURES	EXAMPLES
DAY 1 <u>NP</u> is <u>ADJ</u> (noun (Adjective) phrase) He She	He is happy sad young old tall She
DAY 2 Is <u>NP</u> <u>ADJ?</u> Yes, <u>NP</u> is No, <u>NP</u> isn't	Is he happy? Yes, he is. No, he isn't.
DAY 3 (adjectives of nationality) He is = He's	Is he French? Yes, he is. No, he isn't. He's Italian.
DAY 4 a <u>NOUN</u>	Is he a teacher? No, he isn't. He's a student.

Now, following these four lessons, students would typically have been given a reading passage something like this (which was modeled after similar passage in a well-known and quite popular text):

Vincent is a student. He is in class. Mary is absent. She is sick. John is absent. Is he sick? No, he is fine. Helen is a nurse. Kathleen is a teacher. She is in a class. She is American. Helen is English. Sylvia is a secretary. Mary is a student. She is absent. Is she sick? Ann is a student. She is in class. Is Edward a student? No, he is a doctor.

After this, back to the curriculum for more:

	<u>STRUCTURES</u>	<u>EXAMPLES</u>
DAY 5	This is a _____. That's What's this? It's a _____.	This is a book. That's a book. What's this? It's a book.
DAY 6	Who is he? Who's He's _____.	Who's he? He's Mr. Smith. He's a teacher.

If any of this sounds a little strange or stilted to you, you have lots of company, because for the most part, these utterances are not representative of spoken English. Let's look at just a few of them.

Consider the last, (DAY 6) which runs, Who's he?

He's Mr. Smith.

The words are English. The grammar is perfect. The pronunciation is native. What's wrong? Imagine yourself at a conference. You notice somebody of interest whom you don't know and you turn to a friend to inquire. What do you say? Probably, Who's that? (Note, Who's he? or Who's she? are unlikely in this situation.) How is your friend going to answer? Let's say the name of the person in question is Joe Cody. You have asked, Who's that? And your friend will most likely say, Joe Cody, It's Joe Cody, or, if Joe Cody is really someone important to know, your friend may say, That's Joe Cody.

The language used in the lesson is not impossible in English; it is simply not used when the purpose of the communication is to make an initial inquiry as to someone's identity. We're likely to say, Who's he? when we mean Who does he think he is? or when a person's name has been introduced into a conversation as if everyone knew who he was when in fact this is not the case. What about the utterance, He's Mr. Smith? If we're talking about his being Mr. Smith in the school play, the language is appropriate; otherwise, as with the question Who's he?, it is an example of how correct grammar can be modeled in the classroom in ways that are never heard in the outside world.

Turning to the language involved in Day 5's lesson, we have a teacher standing in front of the room, holding up a book and asking the students, What's this? (This, by the way, is probably the most often repeated scene in the ESL classroom.) Now, if there had been a strange object on her desk, this question might be appropriate. However, given the reality that she knows what it is, the question is just a bit absurd. Why does she ask it? The chances are slim that the students have any doubt about the identity of the object which we call book in English. And, as Widdowson points out in his book, Teaching Language as Communication, when the point is not to establish the identity of an object, but to provide the English word for it, the appropriate utterance is not, This is a book. but The English word for this is book. or This is called "a book" in English.

Obviously, teachers and materials developers who have filled ESL classrooms everywhere with language like, This is a nose, or better yet, --and these examples come from popular textbooks-- This is my nose. That is your nose, have not deliberately set out to misrepresent the English language to non-natives attempting to learn it. In all good faith, they have sought to represent the most systematic aspects of the language--particularly its grammatical structures which, in fact, must be internalized if a learner is going to generate sentences of his own. The truth is that people simply didn't think much about language use until recently. What counted was correct usage. And if anyone did think about language use, it was somehow assumed that once the learner acquired the grammatical information needed to generate English sentences, the rest would take care of itself. He would somehow figure out by himself the sociolinguistic variables that made utterances appropriate or not, and he would, of course, know that many of the models in his textbook were not intended to provide reliable sociolinguistic data.

And so the books went on, and the teachers using them went on, proliferating language models whose sole purpose was to reveal the operation of a set of grammatical rules and which showed nothing about how people communicate in English; which is to say, they ignored the sociolinguistic rules which are as much a part of a language as are its grammatical or phonological rules.

From the mid-seventies onward, however, we began to hear more and more from sociolinguists, and books on language and language teaching began to address themselves more and more to the functions and contexts of language. Classroom texts lagged behind scholarly works, although in this country there was one notable exception which, as early as 1975, represented authentic language in a beginning level reader for adults.

This year was also about the time that the Adult Performance Level Study, conducted by Norvel Northcutt and a team of researchers at the University of Texas, began impressing adult educators with the fact that instructional goals in all of the curricular areas had to be attached to reality. And, thanks to this study and to the efforts of adult educators, it is now generally agreed that the goal of adult education is to enable adults to perform real life functions.

If we are committed to enabling adults to perform in real life functions, it follows that we have no choice but to look at the real life language needs of adults. And thus, we arrive at a competency based approach to ESL instruction, which is likely to have a very profound influence on English as a second language instruction in this country.

Instructional planning which considers not only the English language per se but the particular uses to which non-English speaking adults need to put the language has become our objective. Needless to say, the implications of this in terms of the amount of work that needs to be done are staggering--developing reliable needs assessment instruments; describing and analyzing the language used by native speakers for each assessed need; dealing with the linguistic content in such a way as to allow students to learn it. At the same time, we know that if we succeed, we will finally bridge the gap between what the non-English speaker needs in the real world and what he gets in class. And this is exhilarating.

Now that we have our work cut out for us, how do we fill the order? How do we go about preparing an ESL curriculum based on the life-needs of adult learners?

First of all, we need two kinds of input: 1) comprehensive knowledge of the workings of American English; and 2) an accurate picture of the language contexts in which the adults in our classes need to function. On the basis of this, it becomes possible to start identifying what language needs to be taught.

This is a very complex business, however; so before going ahead with the steps involved in planning a curriculum I would like to take a few minutes to look at what is implicit in the first requirement: knowledge of the workings of American English. As speakers of English, or of any language, what are the elements of language that we have at our disposal to communicate with? Probably the most immediate answer to this question would be, "words." Certainly, the lexicon of a language is a very important part of it. And English, in particular, is blessed with an enormous number of vocabulary items, exceeding that of all other languages. But knowing words is not knowing a language. We know that even if we give a non-English speaker a dictionary which allows him to find the English translations of the words he would use in his language, he will have a hard time communicating. Not only will he have difficulty finding equivalent words, he will have little idea of how to put them together.

If he has some idea of how we string words together in English, what endings we tack onto them, what combinations are grammatically possible, which elements are required and which are optional, which forms go with which other forms, then he knows something of English grammatical structure, and chances are he won't say, She turned on him when he means. She turned him on. or I'm seeing the postman when he means, I see the postman.

Now, assuming that a person has a pretty good command of English structure and a serviceable vocabulary, what else does he need? Among the most powerful communicators of meaning in English are the elements that comprise its sound system. You are probably well aware of the differences in sound between the individual vowels and consonants of English and those of other languages. Some of our English sounds, for example the vowel sound in sit, are not found in most other languages. And so the distinctions we make between sit and seat or fit and feet are difficult for non-natives to hear and to produce. Consonant clusters such as the one at the end of the word taxed /kst/ are frequently difficult for students to pronounce. However, there are other areas of our sound system that most people are not as aware of and yet which are responsible for carrying a major portion of the message when we communicate.

Consider these examples in which a simple change in word stress completely alters the objective meaning of the utterance:

It's drinking WATER.
It's DRINKING water.

They're checking ACCOUNTS.
They're CHECKING accounts.

They're packing BOXES.
They're PACKING boxes.

Here is another example in which the same words in the same order can mean two completely different things:

Was that book difficult? (question)
Was that book difficult! (exclamation)

When the above examples are spoken aloud, the communicative intent of the speaker is carried by stress and intonation. In writing, this is accomplished through the use of different terminal punctuation.

Depending on the function of an utterance, stress and intonation can vary widely:

(original There's a COW in my bathtub.
statement)
(You've got to There IS a cow in my bathtub.
be kidding!)
(Where did you There is a cow in my BATHTUB.
say it was?) etc.

A great deal more could be said about English phonology. However, for our purposes today, I hope that these examples have at least pointed to its importance in our oral communicative repertoire.

Another vital component of oral communication is non-verbal behavior which in its largest sense, extends beyond instances of face-to-face contact and which is, in fact, a reflection of all of the attitudes of a given culture. As such, it operates in such matters as our expectations of others with regard to time. In a culture such as ours where "time is

money," punctuality is prized. Deviation from it is sufficient reason for a person to lose a job. In the same way, according to the rules of Anglo-American culture, a person kept waiting for an hour has a right to feel insulted by the person responsible. However, as anthropologist Edward Hall points out in The Silent Language, many other cultures do not have our sense of urgency with regard to time and would not only think nothing of being kept waiting an hour, they would not even expect the appointment to be kept!

In its application to face-to-face contact, non-verbal communication encompasses everything from the physical distance that people maintain from one another in various situations to the subtlest facial expressions and gestures that they use in specific and culturally-determined ways. When it comes to non-verbal behavior, it is clear, as the proverb goes, that "one man's meat is another man's poison." Our non-verbal behavior is so thoroughly ingrained in us that we are usually unaware of what we are doing and also unaware that it is culture-specific. It is, thus, frequently responsible for misunderstandings among people of different cultures.

A very interesting area of difference among Anglo and Puerto Rican culture, which has been described by Carmen Judith Nine-Curt of the University of Puerto Rico, as the difference between monochronism (one thing at a time) and polychronism (many things at a time).

Among Anglos, people line up and wait. If a clerk is attending to a customer, it is appropriate for other customers to wait their turn. Even in social situations, Anglos will frequently refrain from interrupting a conversation in order to get the attention of a person they wish to speak to. In Puerto Rico, however, the clerk will deal with several customers at a time. And it is expected that you will be recognized by a friend or colleague even when he is actively conversing with someone else. As a result of this, Anglos think Puerto Ricans are pushy and Puerto Ricans think Anglos are aloof.

Another non-verbal communicator is eye-contact. In our Anglo society, people who maintain eye contact are considered sincere, straightforward, and generally trustworthy. In African cultures, however, certain situations require people to avert their eyes as a sign of respect and deference. Even in this country, a clear contrast can be seen between the behavior of ethnic Black children and that of Anglo children in response to a scolding given by the teacher. The Anglo child will dutifully look at the teacher during the scolding. The Black child, on the other hand, will very respectfully avert his eyes, looking downward and to the side. If the teacher is culturally aware enough to know that this is the Black child's way of showing respect, all is fine; however, it is, unfortunately, all too often the case that she will have read his non-verbal communication as an indication of his being sullen or insolent.

Instances such as this can be avoided only if we become consciously aware of the culturally-shaped attitudes which underlie and give meaning to our behaviour, both verbal and non-verbal. Practitioners of ESL have

always known that non-natives needed to learn the grammar, vocabulary and sounds of English. However, providing a non-native with these elements alone is like giving someone a message written in code and withholding the key to the code! Only through an understanding of Anglo-American culture can one become fully competent in the use of the language spoken by this group.

To summarize, then, the various components of language that need to be taught in ESL classes where oral communication is the goal, they are: grammar (known in the ESL trade as "structure"); phonology; the non-verbal system (including cultural attitudes); and vocabulary items as needed.

Because they are finite and systematic, the phonological, grammatical and non-verbal rules of a language can be taught with relative efficiency. That is, for a relatively small investment of energy, the student can acquire the capacity to generate an enormous amount of language. Vocabulary, on the other hand, does not work this way. Each new word must be learned separately, and what is learned does not apply to any other word. Because vocabulary is so "costly," vocabulary items should be selected carefully. High-frequency words usable in a wide range of contexts should be chosen, the only exceptions being others that are, for some reason, indispensable to students' particular communication needs.

Where reading and writing are goals, and where students are already literate in a language that used a Roman alphabet, in addition to the above components, it is necessary to teach sound-symbol correspondences, spelling rules and exceptions to the rules, and the rhetorical and stylistic conventions characteristic of written English. Where students are literate but unfamiliar with the Roman alphabet, they need to learn how to write our letters as well as additional conventions such as leaving space between words, rules for capitalization, and punctuation. In cases where students are not literate in their own language, it is desirable to postpone reading and writing in English until they have acquired some degree of oral competence in the language. Reading may profitably be taught in the native language before it is attempted in English.

What I have hoped to do in these last several minutes is to provide some background regarding what is involved in teaching a language per se so that we can now address the large issue which is the whole purpose of today's talk: How to design a curriculum which teaches ESL within the framework of the real-life communicative needs of adult basic education students. Going back to two kinds of input necessary in order to do this, we have talked about the first, which was knowledge about the workings of the English language; now let us look at the second; knowledge of the contexts in which non-native adults need to function in English.

Some questions to ask in defining these contexts are: in what settings will the student have to speak, understand, read or write English? Specifically, what tasks will be performed? What will the function of each communicative act be? To request or give factual

information? To express feelings? To suggest, persuade, or convince? To apologize? To socialize?, etc.? What topics will be involved: health, employment, shopping, personal information, etc.? What role will the student assume in each situation: friend to friend, stranger to stranger? Will the style of communication be intimate, familiar, businesslike or formal?

Even if we restrict the range of possible situations to those in which the adult has to deal with the world outside of his home, using the most neutral communicative style and carrying out the most predictable language functions, we are faced with a task like counting grains of sand at the seashore if we attempt a comprehensive inventory of all of the situations he is likely to find himself in.

It is extremely helpful, in fact, necessary, to use as a starting point an inventory of the most typical situations in which competence in English is critical to adults, and to "flesh out" each situation so that the language involved is authentic, given the purpose of communication, the topic, the setting, the relationship of the interlocutors and the medium and style of communication. This will provide us with a corpus of material from which to plan a curriculum. However, if the student is going to become autonomous in his use of English, each lesson will have to contribute to the kind of knowledge that he can apply, in geometric proportions, to other contexts. This will not happen if his lessons consist of memorizing dialogues which are bound to specific situations.

What are the alternatives to this? There are two, basically. While using our real language core of typical situations as the point of departure, we can order the material in such a way as to facilitate the acquisition of the elements of the linguistic systems involved--structure, phonology, non-verbal communication. This would be called a structural syllabus. In a curriculum based on a structural syllabus, although there is a great deal of latitude in the manner in which language is presented, the amount and nature of new linguistic input in each lesson is very carefully controlled so that students can devote their energies to internalizing and gaining autonomy in the use of the new items. For beginning level students, especially, this is highly desirable.

The other alternative is a relatively new concept which was developed in England and in Continental Europe in the last several years and which is, on a theoretical level at least, one of the "hottest" items in the field of ESL. It is referred to by a few different names; but most often, notionalism or functional-notionalism. At the present time there are no notionally-based published materials in the U.S.; however, we will be seeing some toward the end of the year. Without going too deeply into the theory of notional syllabuses, I will read a paragraph from a book called Notional Syllabuses by A. Wilkins.

...it would be naive to think that the speaker is somehow linguistically at the mercy of the physical situation in which he finds himself. What the individual says is what he has chosen to say. It is a matter of his intentions and purposes.

I may have gone into the post office, not to buy stamps but to complain about the non-arrival of a parcel, to change some money so that I can make a telephone call or to ask a friend of mine who works behind the counter whether he wants to come to a football match on Saturday afternoon. Making complaints is not...what one typically goes to a post office for. The making of requests, the seeking of information, the expression of agreement and disagreement can take place in almost any situation.

(Notional Syllabuses, p. 17)

Wilkins would like to see instruction aimed at developing in students the kind of communicative flexibility whereby they could walk into a post office and do more than buy stamps. And he contends that rather than continue to organize language instruction around language forms (as in structural syllabuses) or around behavior which is specific to particular situations (as in situational syllabuses), we should consider the functions of language and the general concepts expressed by language and use these as the basis for our planning.

I would like to read a quote from A.J. van Ek, a pioneer in notional syllabus design, who was commissioned by the Council of Europe to plan a language syllabus which would serve the communication needs of adults in Europe:

By means of language, people assert, question command, expostulate, persuade, apologize, etc. In performing such functions, people express, refer to or...handle certain notions. They will for instance, apologize for being late, for being late for a party, for being late for a party yesterday, etc.

(The Threshold Level for Modern
Language Learning in Schools p. 6)

Van Ek and others are suggesting that language courses ought to be based on language functions such as making assertions, asking questions, giving commands, persuading, apologizing, etc. and on notions, or concepts, which can be general (eg., time, space, quantity, etc.) or specific (occupation, health, entertainment). In a recent book, van Ek provides a detailed taxonomy of language functions and notions. The notion of time, for example, is broken down into twenty-five conceptual categories. Then cross-referenced with these taxonomies are the structures and vocabulary items which are most commonly used to express each function and notion listed.

Notionalism is a very exciting concept which is likely to revolutionize language teaching in the coming decade. However, it has not yet been widely enough applied to provide us with a ready-made

system immediately usable in the adult education classroom. Most of its actual application to-date has been in the specialized area of English for science and technology; and the accounts of those who have worked with it in this area indicate that there are still some kinks to iron out. The major problem is still that while following a truly functional-notional syllabus, in which it is not possible to maintain careful grammatical control and incremental building of structures, students lacking basic competence in the handling of English structure do not have optimal conditions in which to acquire this essential component of the language. For this reason, a strictly notional approach is, for the time being, only realistic for high intermediate and advanced students of ESL. At beginning and low intermediate levels, a structural syllabus is probably the soundest basis for instruction. However, this structural approach can certainly be "enlightened" by directing students' attention to particular language functions and notions as soon as they have sufficient control of the formal (i.e., grammatical) prerequisites for this.

Drawing on the foregoing discussion of what is involved in acquiring a language and possible schema around which to organize language instruction, I would now like to make explicit some criteria for evaluating or planning ESL materials designed for adult basic education students:

- 1) The language represented in the materials must be authentic. That is, in the case of spoken dialogue, the interchange must be native-like and not stilted. Differences in the written and oral language must be reflected. For example, the way in which a person's age is elicited on the personal information section of an application form is quite different from the way this is done in speech. On the application form, we see the word Age followed by a blank. In speech, one doesn't say to a person, Age but, How old are you? or in certain, rather official contexts, What is your age?
- 2) In addition to being authentic, the language selected for inclusion in the materials should be of value to the student with regard to the communicative settings in which he needs to use the English language. And it should also "count for something" in terms of contributing to geometric growth in his overall command of the language.

Primary attention should be given to the systematic aspects of the language. In oral language, this would mean grammatical structure, phonology and non-verbal communication. Vocabulary items selected for inclusion should, as much as possible, occur in the language with high frequency and be applicable in a wide range of settings. A great deal of the vocabulary involved in reading a restaurant menu, for example, is limited to the restaurant context and, in fact, is frequently limited to the particular menu of a particular restaurant. Before planning lessons devoted to this kind

of vocabulary, one really has to ask whether this is the best way to spend students' time. A great many students may not particularly care to invest time in developing special competence in the context of American foods because they associate food with their own language and prefer their own national cuisine to ours.

As a general rule of thumb, before indulging students in any "luxury" vocabulary (i.e., vocabulary of limited applicability), it is wise to find out from them which specific content areas are important to them. This is probably most easily done by means of a survey in their native languages. (A survey such as this was developed by my colleague, Jean Bodman, and myself at the Jersey City State College Adult Education Resource Center and copies are available in eighteen languages. Sixty-six topics in the content areas of occupational knowledge and consumer awareness are included.)

- 3) Finally, once the corpus of language to be taught has been identified, it must be ordered, presented and practiced in such a way as to facilitate learning. It is beyond the scope of this talk to discuss classroom methodology in any depth; however, a significant variable affecting what can be done in a classroom is the amount of new linguistic input in each lesson. If a dialogue involving several new structures and new vocabulary words is presented to students, what can they do with it? They can probably repeat each line after the teacher. They can even memorize each line. However, if the goal is to build in students the capacity to use the systems of English to generate their own utterances, this will not happen if they are flooded with more new material than they can actively experiment with and internalize.

"Flooding the students," as I call it, is the major reason why in so many classrooms the teacher and maybe one or two students, are the only ones talking and, if the other students talk at all, it is the result of being led and prodded into a dutiful repetition of a model provided by the teacher or one of the "smart" students. Students aren't usually silent because they choose to be but because they have been put in a rather helpless position by a teacher who simply has no idea of how much is involved in the language he has expected them to deal with.

In a beginning math class, starting with students who could not perform the simplest computations, no teacher would plan a lesson which required multiple digit computations in addition and subtraction with carrying over and borrowing and then throw in a little multiplication and division for variety, perhaps with a few fractions on the side. This doesn't happen in math because it is easy to be aware of what is involved in each operation. It happens, unfortunately, in language teaching because the rules involved

in producing language are almost always out of consciousness. The field of ESL has been particularly affected by this problem because, until recently, it was assumed--and in some circles it is still assumed--that the only preparation a person needed to teach ESL was to speak English, and that the ideal preparation was to be bilingual.

There is no doubt that speaking English is a prerequisite for teaching it; there is also no doubt that it is useful to know more than one language--if for no other reason than the perspective this provides. However, unless the English speaker has raised to conscious awareness all of the myriad rules that underlie competence in the language, the only real service he can provide a non-English speaker is to converse with him. Opportunities for real interaction with native speakers are not to be disparaged; and, in fact, people have for centuries learned language just through extensive contact with native speakers. However, the purpose of a language class is to accelerate the language acquisition process and to provide students with the kind of information and opportunities for practice that they are unable to get on their own. To this end, the ESL teacher needs more than the ability to speak English. To this same end, materials which are designed for beginning and low-intermediate students need to be far more carefully prepared than is generally the case with even regular ESL materials, let alone ESL materials with a coping skills focus, where the amount of new vocabulary is often staggering.

To summarize these criteria, materials for beginning and intermediate level adult ESL students should be aimed at preparing them to function in the real world. In working toward this goal, it is necessary to single out certain life situations as particularly important; and a major purpose of instruction will likely be to prepare students for communication in such specific situations as reporting an emergency, describing symptoms to a doctor, inquiring about a bus schedule and so on. However, it is also critical that we prepare them to function with autonomy in the real world. This means that the language involved in the specific situations should be learned in such a way that the student is able not only to understand or produce the utterances designated in the material, but to apply the rules underlying the production of these specific utterances to contexts beyond these.

How, then, are ESL/coping skills materials ideally conceived? Assuming that the required coping skills have been identified, they can be grouped into two categories: 1) those which involve actual linguistic performance in English, (reading, writing, speaking or understanding); and 2) those which involve knowledge or awareness but not performance (in English). (e.g., knowing the advantages and disadvantages of buying on credit.) Coping skills which involve linguistic performance (e.g., filling out an application; responding orally to personal information questions) can be set as behavioral objectives per se; whereas those which involve knowledge or awareness can be used as topics for discussion or contexts for language practice. In both cases, meticulous planning

is required.

To give an example of the planning involved, I would like to describe a small section of some work I have been doing in preparing a model lesson plan in which the behavioral objectives are to answer inquiries regarding one's address, telephone number and social security number. These three questions cluster nicely, not only because they are frequently asked in the same context, but because they can be asked and answered with much the same language elements. They are usually elicited by means of the same question, What's your _____? and the answers to all involve the use of numbers. Yet, even within these limitations, a careful analysis of the language involved in answering these three questions reveals that there is an enormous amount of language to be learned.

Consider the following answer to What is your address?

(WRITTEN)

818 21st Street
Union City, N. J. 07087
apt. 2B

(SPOKEN)

Eight eighteen twenty-first Street
Union City, New Jersey, apartment two B
The zip is oh seven oh eight seven.

Assuming our goal is not limited to enabling the student to give only the above address, but to generate any address in English, what linguistic knowledge is necessary?

- 1) the names of cardinal numbers from one to nine thousand and the name oh for zero.
- 2) the knowledge that in pronouncing house numbers we cluster them as follows:

818 eight/eighteen

8118 eighty-one/eighteen

820-18 eight twenty/eighteen

special cases

801 eight oh one

800 eight hundred

8000 eight thousand

8200 eighty-two hundred

- 3) the knowledge that in giving a zip code, each number is pronounced individually
- 4) the names of the ordinal numbers from first to two hundredth

5) vocabulary

address
street
avenue
(boulevard, etc.)
apartment
zip

6) structure

What is your _____?

The _____

_____ is _____.

7) Rules of sentence stress and intonation for WH questions and statements.

This analysis shows us that there is far too much new material to attempt in a single lesson. All of it is extremely valuable and worth learning, but it must be broken down. How?

In working on the model lesson mentioned earlier, I encountered precisely this problem. I had to break down the material into manageable chunks but I still wanted to base instruction on real language. This is what I did: Just as I had written out a complete analysis of the language involved in giving an address, I had done the same for telephone and social security numbers. In looking at these latter areas, I noticed that they required a lot less language than addresses. In both cases, only the cardinal numbers from one to nine plus oh for zero needed to be learned; in both cases, special pronunciation rules clustering of numbers was not a problem, as they are pronounced one by one.

So, I did the obvious and set up an instructional sequence which started with telephone numbers, then moved to social security numbers where the same numbers could be practiced. By this time, I had noticed that zip codes, also, could be given with these numbers; and by working on zip codes before tackling whole addresses, it was possible to lighten the learning load that students would encounter later with addresses. At this point, then, students would still need to learn the cardinal numbers from eleven to nine thousand and the ordinals from first to two hundredth. Looking at these numbers, I knew that it was not necessary to acquire each one as a separate entity. There are systematic rules that allow all of these numbers to be generated on the basis of a relatively small amount of input.

For example, the names of all of the cardinal numbers up to nine thousand nine hundred ninety-nine can be generated on the basis of seventeen numbers. If one knows four, six, seven, eight and nine, on the basis of fourteen and forty, it is possible to generate sixteen, sixty, sixty-four, etc. When systems like this are available in the language, the learner can multiply his linguistic competence by leaps and bounds. Yet very few materials attempt to tap this enormous resource.

Returning now to the other category of coping skills--those which involve knowledge but not performance in English, we find such topics as Anglo-American attitudes toward work, information about nutrition, and so on. In the absence of situationally-based behavioral objectives, topics such as these can be used in many ways. Ideally, they would be used in conjunction with a particular linguistic focus which could be developed naturally with the coping skills topics. At best, topics are drawn upon for particular lessons because the language native speakers would use in talking about them is the kind of language that has been chosen as the instructional focus. As an example, I will describe another model lesson which was developed at the JCSC AERC. This lesson was designed to provide opportunities to use reported statements and questions. The coping skills focus chosen was the non-verbal behavior and attitudes that are looked for in job interviews. The model lesson began with a telephone conversation between a young man who had had a job interview that day and his mother. The mother wanted to hear all about the job interview, and after receiving a blow-by-blow account of it from her son, she then got on the phone to tell a friend all about it. In discussing the interview, the characters had to use reported speech and did so quite naturally:

Anyway, the manager said that if Johnny thought that a part-time job in a supermarket was a joke, it wasn't. He said that they paid him a salary to do a job and that they counted on him to be there when they needed him...etc.

The interweaving of coping skill and linguistic skill continued throughout the lesson as students were led to observe and discuss another job interview, an unsuccessful one, and to compare that one to the successful interview. In order to do this, they had to use the targeted linguistic structures to talk about the targeted coping skill.

Summary

I was invited here today to speak on the topic of integrating coping skills into the ESL curriculum. However, it would have been meaningless to address this topic without discussing all of the important considerations which must enter into any serious attempt at defining the issues involved and making recommendations in this area. I have, therefore, run a risk with my audience that I have warned educators against: namely, flooding the listener with an overload of information. I hope that if this is the case, the following summary will be of some use to you in retrieving some of the points that may have been lost in the deluge!

I began my talk today with a discussion of the importance to ESL of the competency-based thrust which is being led by the field of adult education. Once we recognize that our goal is to enable adults to use language in the real world, we can hope, at least, that the language taught in the classroom bears a closer resemblance to the language actually used by native speakers than it has in the past.

If our goal is to teach the language that students need in the real world, we need two kinds of input: 1) comprehensive knowledge about the workings of American English; and 2) accurate information about the language contexts in which adults need to function.

Our knowledge of the language and of the aspects of the language that our students need to learn provides us with a corpus of material. The next problem is to decide how to organize and present that corpus. Three possibilities for syllabus design were discussed: situational, notional and structural.

Following this, three criteria for materials evaluation and development were offered: 1) The language presented must be authentic. 2) The language dealt with must correspond to the language students need to use in the real world. 3) The language must be presented to students in such a way as to allow them to internalize its underlying rules and thus to enable them to generate language autonomously.

Finally, examples of model materials judged to conform with these criteria were illustrated, and the thinking behind them was described. The bibliography accompanying this paper suggests background reading and provides an annotated listing of some of the most promising ESL-coping skills-oriented materials presently or soon-to-be available.

Having looked at language as communication and having looked at it as a set of formal systems, I would like to leave you with the thought that, above all else, English as a second language is the means whereby our students have the opportunity to enter mainstream society. Let us help those who wish to enter this society. And let us help them to function here with the autonomy of adults.

A Select Bibliography Pertinent to
Competency-Based ESL Curricula for Adults in the United States

by Susan C. Lanzano, 1979

BACKGROUND READING

Design for a Communicative ESL Curriculum

- Mackay, Ronald and Alan Mountford, eds. English for specific purposes. London: Longman, 1978, 324 pp.
- Munby, John. Communicative syllabus design. London: Cambridge U. Press, 1978.
- Van Ek, J.A. The threshold level for modern language learning in schools. Strasbourg: Council of Europe, 1976. London: Longman, 1977, 165 pp.
- Widdowson, H.G. Teaching language as communication. London: Oxford U. Press, 1978, 168 pp.
- Wilkins, D.A. Notional syllabuses. London: Oxford U. Press, 1976, 92 pp.

Curriculum Content

- Adult Performance Level Study Final Report. Austin: University of Texas at Austin, Division of Extension, 1974.
- Brown, Gillian. Listening to spoken English. London: Longman, 1977.
- Greenbaum, Sidney, Geoffrey Leech and Jan Svartvik. A grammar of contemporary English. London: Longman, 1972, 1120 pp.
- Leech, Geoffrey and Jan Svartvik. A communicative grammar of English. London: Longman, 1975, 324 pp.
- Prator, Clifford and Betty Robinett. Manual of American English pronunciation. New York: Holt, Rinehart and Winston, 1957, 250 pp.

Sociolinguistics

- Fishman, Joshua. The sociology of language. Rowley, Mass: Newbury House, 1972, 250 pp.
- Hall, Edward T. The silent language. Greenwich, Conn: Fawcett Publications, 1959, 192 pp.

Sociolinguistics (con't.)

Joos, Martin. The five clocks. New York: Harcourt, Brace & World, 1961, 108 pp.

Nine-Curt, Carmen Judith. Non-verbal communication in Puerto Rico. Teacher training pack for a course in cultural awareness. Cambridge, Mass: National Assessment and Dissemination Center (NADC), 49 Washington Avenue, Cambridge, Mass. 02140.

CLASSROOM MATERIALS

A Model from Great Britain

Abbs, Brian and Ingrid Freebairn. Starting strategies: an integrated language course for beginners. London: Longman, 197_.

Materials for Adults in the United States

Armstrong, Fiona, Myra Baum and Joan Miller. Lifeworks. New York: McGraw Hill, 1980 (expected).

Aimed at adult basic education classes, both native speaking and advanced ESL, this series of five books provides in-depth pre-vocational instruction. Each book deals with a different aspect of occupational knowledge. Broad categories are: getting to know yourself; finding a job matching your interests and abilities; finding out where the jobs are; looking for and applying for a job; legal and financial rights on the job.

Bodman, Jean and Michael Lanzano. No hot water tonight. No cold water, either. And the roof leaks, too. New York: Collier Macmillan, 1975, 1979, 1980 (expected).

These three books (the second to be out later this year and the third in preparation) provide adults learning English as a second language with interesting readings and discussion topics. Language used throughout the materials is authentic; contexts portray urban life and center around those problems that adults have to deal with in coping with landlords, hospitals, store managers, etc.

CLASSROOM MATERIALS (con't.)

Bodman, Jean and Michael Lanzano. Milk and honey. New York: Harcourt, Brace, Jovanovich, 1980 (expected).

This is the first of ten books whose purpose it is to take the adult ESL student from no English to fluency. Materials are very carefully controlled in terms of structure and vocabulary. Target structures are demonstrated in the most natural language and settings. The linguistic content of each chapter is designed to capacitate students to perform a particular coping skill: eg., writing a check, listening to a weather report, making an emergency phone call.

Carver, Tina Kasloff and Sandra Douglas Fotinos. A conversation book: English in everyday life. Englewood Cliffs: Prentice Hall, 1977.

Not intended as a basic course but as a supplement. Books 1 and 2 of this title cover a wide range of topics (chapter headings read: "Shopping, Employment, Health," etc.) and address issues such as racial attitudes in the U.S., environmental concerns and others. These materials gather together much of the language pertinent to these topics and can be used as a convenient reference for the teacher in planning lessons or as a book to "browse" in for advanced students. The quantity of vocabulary in each lesson and relative lack of control over structure limit its usefulness to students at beginning levels.

Chinatown Resources Development Center (Savage, K. Lynn, Ellen Lai-shan Yeung and Mamie How). Integrated competency-based bilingual vocational English as a second language.

The title tells all. Three cycles, each containing eight units (one unit takes approximately twenty hours) which focus on the grammar, vocabulary and cultural information beginning ESL students need for entry level employment. Cultural content, originally prepared with Asian students in mind, is presently being adapted for use with Hispanic students.

For information regarding availability, contact David Hemphillk Project Director, Chinatown Resources Development Center, 615 Grant Avenue, 4th floor, San Francisco, California 94109.

CLASSROOM MATERIALS (con't.)

Dresner, Joanne, et. al. It's up to you. New York: Longman, 1979 (expected).

An excellent analysis of all of the steps involved in finding and holding a job and strategies for succeeding in these areas provide the basis for this book. Designed for the intermediate to advanced student. Scheduled for fall, 1979 publication.

Gage, Julia and Lynne Stamoulis. Survival in an English-speaking world. English Language Learning Center, 13016 Greenwood Avenue N., Seattle, Washington 98133 (Federally-funded curriculum development project. Limited copies of materials may be available by fall, 1979.)

Materials are aimed at developing effective consumer behavior in adult ESL students. Learning activities are directed at familiarizing the student with important consumer knowledge and developing the linguistic and consumer skills necessary for successful interaction in American society.

Keltner, Autumn. English for adult competency. Englewood Cliffs: Prentice Hall, 197_ (expected).

Originally developed under the California Adult Education Office, this was one of the first attempts at integrating ESL and coping skills for the general adult ESL population. Revised copy has not yet been reviewed, but look for Books 1 and 2 of this series in the next year or so.

Kimbrough, Victoria and Oscar Castro. In touch. Ed. Lynn McLean. Longman: New York, 1979 (expected).

Three levels, the first of which is scheduled to appear on the market in June, 1979. Books II and III will follow three and six months later. This series will be the first large-scale implementation of the functional notional syllabus in the United States. Not specifically designed for adult basic education classes, many of the language functions developed in the series are, nevertheless, among the competencies needed by all adults. Aimed at a beginning level student who has had some exposure to English.

CLASSROOM MATERIALS (con't.)

Morley, Joan. Improving aural comprehension. Ann Arbor: University of Michigan Press, 1972. Student's Workbook 293 pp.; Teachers' Manual, 208pp.

Many sections of this book provide students with opportunities for listening comprehension in useful life contexts, eg., listening to and recording telephone numbers; following directions, etc. The book is divided into units, each of which deals with a different concept (numbers, time, spatial relations, measurements, etc.) The beginning lessons in each unit are usable with beginning students; the later ones are quite advanced and deal with taking notes in college lectures.

National Indochinese Clearinghouse-Technical Assistance Center (NICTAC). English for your job: prevocational.
English for your job: automechanics.
English for your job: food services.
English for your job: clerical.

Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Va. 22209.

Available at \$10 per title (to cover copying and mailing costs). Permission will be granted to programs to reproduce copies for student use.

The above titles constitute a series of vocationally-oriented supplementary modules which were developed by the staff of NICTAC for beginning level ESL students. Each module consists of ten lessons plus a teacher's guide and a bilingual (Vietnamese-English) glossary. They are designed to be used in conjunction with a general, sequenced ESL course. (Experimental edition)

NICTAC is currently preparing intermediate vocational-ESL materials using a notional-functional syllabus. At the present time, prevocational and clerical modules are being developed.

ASSESSING STUDENTS' INTERESTS

A student-interest survey translated into eighteen languages prepared by Jean Bodman and Susan Lanzano is available from the Jersey City State College Adult Education Resource Center.

Also available is: Bodman, Jean and Susan Lanzano, "What ESL Students Want: a report of their opinions on coping skills in the classroom." 1978

adult education resource center

a division of the bureau of adult, continuing and community education, trenton, nj.

WHAT ESL STUDENTS WANT:

a report of their opinions
on coping skills
in the classroom

Jean W. Bodman and Susan C. Lanzano

1978

aerc

CONTENTS

Introduction	1
Description of the survey and its population	4
Results of the survey	8
Implications of the survey for instructional planning	14
Appendices	
A The Survey	19
B Relative and adjusted frequencies showing interest/importance ratings of 2 and 3	26
C Interest/importance ratings of 3 by nationality, language, sex and area of adult school attended	32
D Relative interest/importance of various content area	35
E Highest Interest Items for Spanish speakers	39
F Free responses summarized	40
G Free responses in students' original words (translated)	42

ACKNOWLEDGEMENT

We would like to thank the adult education directors and teachers of the local education agencies in New Jersey that participated in our survey for the cooperation they so willingly extended us: Bergen Community College Adult Learning Center, Brookdale Community College Adult Learning Center, Clifton Adult Education Program, Englewood Adult Education Program, Fort Lee Adult Education Program, Hackensack Adult Education Program, Jersey City Adult Education Program, Passaic County Adult Learning Center, Passaic Adult Education Program, Paterson Adult Education Program, Union City Adult Education Program and West New York Adult Learning Center.

INTRODUCTION

In planning the content of instruction, whether it be for an entire course, a particular class or a two-minute segment of class time, a language teacher is faced with numerous decisions. In order to make these decisions, a skilled teacher will consider not only the language that needs to be taught, but also the purposes (particular or global) for which each student might want to learn the language and each student's level of linguistic sophistication.

Ideally, the teacher will make good choices regarding instructional content, providing the kinds of information about the language that the students can use and the kinds of practice that will prepare them for communication in "the real world." This might sound like plain common sense, but as anyone who has taught ESL can tell you, it is far from easy to do!

How do we select from the seemingly endless number of language rules that must be mastered those which will be most useful to any given student, let alone a class of ESL students? Do we concentrate on oral or written language? On production (speaking/writing) or comprehension (listening/reading)? Do we emphasize the systematic aspects of the language (eg., grammar, sound system) or vocabulary items? Do we teach separate bits of information, "lifted," so to speak, from the communicative contexts in which they might occur? Or do we teach an integrated, "total package," involving, for example, all of the verbal and non-verbal components of an act (such as requesting information) which could serve a particular communicative function?

Do we do all of this? If so, in what proportions? These decisions and others are not easy to make. Nevertheless, we are called upon to make them, deliberately or not, every time we initiate an activity in the classroom.

In terms of curriculum design, there are certain basic choices: Course content can be organized according to language elements in isolation. These elements can be grammatical and phonological as has been the case in most traditional or "structural" syllabuses; or they can be functions or concepts expressed through language as is being advocated by a number of pioneers of a relatively new idea in syllabus design called the "functional-notional" syllabus. Another option is to deal with language wholistically, presenting it as it occurs in specific real life situations.

Without going into the particular merits of each approach, it is safe to say that whichever approach one begins with, it must sooner or later be complemented by the kinds of insights that are made possible by the others. A language learner needs opportunities to focus both on discrete language elements--a micro focus--and on real communication acts--a macro focus. Thus, for example, students who are taught a number of discrete grammatical and phonological rules will need an opportunity to employ them in a communicative context where they are integrated with other language elements. Conversely, students whose learning has been organized around particular situations and the communicative gestalt that goes with them will, at some point, need to focus upon the individual language components involved if they are to make any real headway toward achieving linguistic autonomy.

A teacher can start with a linguistic item in isolation, extrapolating from real language an abstraction about how one of its components works (eg., the addition of "-er than" to a monosyllabic adjective results in the comparative form.) However, in order for this item to be "practiced" in any meaningful way, it has to be used in some larger context.

When a teacher starts with a communication act itself, there is already a context for each item which might later be looked at in isolation. This is to say that whichever approach is used, a teacher ultimately has to think not only about particular linguistic items but about the contexts in which they will be used in the classroom.

If students are to use language meaningfully, the issue of contexts is vital. I am reminded of a class I observed recently in which the teacher wanted students to practice using "-er than" with adjectives, but she hadn't really thought through the way she was going to get students to do this. So she wound up asking students things like,

Are your earrings newer than your glasses?

Students fumbled, trying to latch on to a word and say what they were expected to, but it was clear that they weren't sure what was being asked of them. As a result, the teacher then had to spend time explaining what she meant. Why would anyone want to know if one's earrings are newer than one's glasses? For such a question to arise in the discourse of native speakers, one would have to hypothesize an extraordinary situation!

ESL students are not any more prepared than the population at large to deal with questions which do not appear to make sense. In fact, they are at a much greater disadvantage than native speakers, as they may think that the words would make sense if only they knew enough English! All of us can undoubtedly recall similar experiences in which the teacher leads the student into that "guess what I mean" labyrinth. How do we avoid it? One way is to provide students with an opportunity to think or feel and hence, with a real reason to speak.

It is with these thoughts in mind that we have considered the implications of the Adult Performance Level Study for ESL. The Adult Performance Level Study, (APL) conducted by Dr. Norvell Northcutt and a research team at the University of Texas at Austin and published in 1974, set out to define what it is that adults need to know in order to function successfully in our technological society.

In addition to the 3 R's and skills in interpersonal relations, the study defined five major content areas: Occupational Knowledge, Community Resources, Health, Consumer Economics and Government and Law. Goals, Objectives and Tasks were developed for each area and published in their final report. Much of what was enumerated in the Study, being of concern to adults, in general, might be of interest to ESL students and hence of value to their teachers as contexts for language learning and language practice. However, since the APL Study was based on the adult population of the U.S. at large, it was not at all clear to what extent it reflected the needs of non-native speakers. We asked ourselves two questions: 1) What are the needs of non-native speakers with regard to the APL-defined coping skills? 2) What is the place of content other than American English language and culture in the ESL classroom?

DESCRIPTION OF THE SURVEY AND ITS POPULATION

As a first step in answering these questions, we decided to conduct a survey of ESL students in State-funded adult education programs in northern New Jersey served by our Adult Education Resource Center to get an idea of the content areas they thought would be "interesting" or "important" to discuss or learn about in their ESL classes. The questionnaire which we constructed (Appendix A) was developed with the following considerations:

- 1) The items on the survey would have to be intelligible to the students. Therefore, rather than use the Objectives and Tasks of the APL which were written for teachers, items for the survey were written with considerably more specificity. In addition, so that the survey would be accessible to even the most elementary students of ESL, provided they were literate in their native language, we had the survey translated into eighteen different languages.
- 2) We felt it would be of value to ask students to consider each topic from two different standpoints:
1) their interest in it; 2) its importance to them.
In order to do this, we asked students to respond to the same set of items twice, once in terms of their interest in each topic and once in terms of the importance they attributed to each.
- 3) Because of the length of the questionnaire (resulting from detailed topics each asked twice) we limited the topics to two of the major APL content areas: Occupational Knowledge (23 topics); and Consumer Education (43 topics).
- 4) Students were asked to respond to each topic by circling one in each category:

Interest

very interesting (3)
interesting (2)
not interesting (1)
no opinion (0)
don't understand (-)
know enough (+)

Importance

very important (3)
important (2)
not important (1)
no opinion (0)
don't understand (-)
know enough (+)

- 5) Following the "objective" section described above, we included a free response section which asked students what other topics they would be interested in discussing or felt they need to learn about in their ESL classes, what things were most difficult to learn when they first arrived in the U.S., and what things were the most different in this country.
- 6) At the end of the survey, certain biographical data was elicited: age, sex, marital status, country of origin and length of time in the U.S. In addition to this information, we knew also in which community each student was attending adult education classes and on that basis identified him/her as "urban" or "suburban."

One of the most useful ways, and probably the most valid, to use a survey such as this is to provide individual teachers with profiles of the topics their students are interested in. There are also broader applications to be made--generalizations regarding preferences of groups according to language, nationality, sex, age, etc.

Our survey was designed so as to permit our looking at responses to it in several ways: grouping together all participants; grouping participants by language, by country of origin, by age, by sex, by marital status, by length of time in the U.S., by membership in a particular teacher's class, by the community in which they are attending classes--and, by inference, as residents of urban or suburban communities in northern New Jersey. Were we to revise the survey, we would undoubtedly want to include a means of dis-

covering something about the purpose for which each student was studying English as well as his/her level of education and general socio-economic status*.

With so many variables to consider and without a full-time research staff to enable us to redesign our questionnaire and retest in greater depth, we could not hope to arrive at truly conclusive generalizations regarding the relative importance of particular variables.

Does membership in a common language group such as Spanish count for very much? Would it be more sensible to look at nationality? Is socio-economic status a more significant variable than nationality? Would adults of the same age from different cultures have more in common than adults of different ages of the same culture? Questions like these are fascinating to ponder.

Since most ESL teachers when asked about the composition of their classes think first of the language backgrounds of their students, we followed suit and looked at the responses to the survey first by language. Among the largest non-native language groups in New Jersey are Spanish, Japanese, Polish, Arabic, Farsi, Russian, Vietnamese, Italian and Greek. We hope eventually to look at

*One problem with gathering this data is that educational systems of countries vary a great deal--not only in their quality but in their organization. Socioeconomic status poses other problems: Does one look at the position and salary held in the native country or in the U.S.? Difficulties such as these prevented us from attempting to elicit this data in the same manner as age, sex, etc. However, these would be important things to know in order to attempt any real generalizations on the applicability of information gained about a given population to any other.

several of these groups. For now, we have large enough samples of only three language groups: Spanish (359); Japanese (57) and Polish (37), having administered the Survey to a total of 453 students.

The Japanese and Polish groups represent nationality as well as language. The Spanish-speakers, on the other hand, came from seventeen different countries, the overwhelming majority from Cuba (112) and Colombia (71) followed by Ecuador (32) and Puerto Rico (29). These four nationality groups accounted for 245 of the 359 Spanish-speaking participants in our survey.

All of the participants were students in State-funded education classes in northern New Jersey, primarily Bergen, Hudson and Passaic Counties.

The table below provides information regarding the mean age, ratio of female to male, ratio of married to single, and average length of time in the U.S. of the participants by nationality.

SOCIOLOGICAL INFORMATION

<u>Nationality:</u> (number)	<u>Cuban</u> (113)	<u>Puerto Rican</u> (29)	<u>Colombian</u> (71)	<u>Ecuadorian</u> (32)	<u>Japanese</u> (57)	<u>Polish</u> (37)
Mean Age (yrs.)	42.5	26.7	30.5	32.8	33.4	30.1
Approx. ratio of Females to Males (Females:Males)	3:1	3:1	1:1	1:1	4:1	1:1
Approx. ratio of Married to Single (Married:Single)	4:1	1:1	1:1	2:1	14:1	1:1
Mean length of time in U.S. (yrs.)	10.0	7.2	5.9	5.9	2.8	2.9

RESULTS OF THE SURVEY

On our first computer run with Spanish speaking groups, we decided to look at the correlation between responses to "interest" and "importance." The correlation between the two sections was extremely high, suggesting, perhaps, that students did not consider the

categories as different. We then looked at the data from the Spanish speaking and Japanese populations to see what percentages had answered (2) (interesting/important) or (3) (very interesting/very important). The data can be seen in Appendix B. Later we looked at the responses of Polish students to an abbreviated version of the survey which elicited their judgement with regard to interest only, not importance. From the resulting data, some very general conclusions can be drawn:

1. ESL students from Poland, Japan and Spanish-speaking countries can be said to be enthusiastic about learning those areas described in the APL Study.
2. Out of the 132 items on the questionnaire, Spanish speaking students felt that 129 were interesting and important to learn. More than half of all the students rated these items (2) or (3). Only for items #29, 92 and 95 did the majority of students not respond (2) or (3). Two of these (#29 and #95: Read newspaper ads for apartments) were inadvertently omitted from the Spanish questionnaire and cannot, therefore, be considered as having been "judged." This leaves, in effect, one topic for which it is likely that there was no real interest among Spanish speakers (#92: How to tip).

A considerable number of students in the Spanish-speaking group chose not to answer each question. Looking at the adjusted frequency column (which disregards missing cases), all of the items were given a (2) or (3) by more than 50% of the students.

The topics of greatest interest and importance to Spanish speakers were in the area of occupational knowledge.

3. The Japanese students were, in general, less enthusiastic than the Spanish speakers. Of the 132 items on the Survey, 32 received less than a (2) or (3) by more than 50% of the students. Considering adjusted frequencies, this number drops to 25 and comprises items #1-10, 21, 22, 23, 67, 71, 72, 73, 75, 76, 77, 87, 88, 89 and 114.

Of the 25 which received less than 50% (2) and (3) responses, nine are duplicates; that is, they represent the same topic with a different number (eg., "Discuss what kind of job is best for you" is represented by #1 on the interest section of the Survey and by #67 on the importance section.)

Counting only separate, topics, then, fifteen topics on the Survey appear to be of little interest to the Japanese students who participated.

It is interesting to note that fourteen of the items of least interest to the Japanese students were in the area of occupational knowledge.

The items of greatest interest among the Japanese also present some notable contrasts with those of interest to Spanish speakers. The highest ranked items by the Japanese group were:

- #24 - Order and pay in restaurants
- 25 - Read and understand menus
- 26 - How to tip
- 62 - Learn when you can and cannot bargain in the U.S.
- 63 - Learn how to read advertisements to tell legitimate offers from suspicious offers

Only one of these--#63--received (3) ratings by 50% or more of the Japanese students.

4. The Polish students, like the Japanese, were less enthusiastic than the Spanish speakers. Of the 66 items on the Polish version of the questionnaire (an abbreviated version, asking only for a response with regard to interest, not importance, for each topic) 54 received a rating of (2) or (3) by 50% or more of the students (relative frequency), leaving twelve for which little interest was shown: #26, 27, 29, 30, 33, 34, 38, 39, 41, 43, 53 and 55.

From this, it would appear that the topics of least interest to the Polish students lay in the consumer area, notably in the categories of shopping for apartments, houses and cars.

The topics of greatest interest to the Polish students

were in the vocational area. The following items were rated (3) by 50% or more of the Polish students:

- #1 - Discuss what kind of job is best for you
- 2 - Read job descriptions
- 3 - Learn about job qualifications
- 9 - Fill out application forms

At this point, we felt that we were on firm ground when we recommended to our teachers that they incorporate coping skills (as defined by the APL competencies into the ESL curriculum.) However, even from a first glance at the differences among language groups, it was also clear that not all coping skills appealed equally to all students.

We decided to look at the responses according to the additional variables of nationality, sex, and residence in an urban or suburban area. What we found can be seen in Appendix C. The general conclusions that we were able to draw were the following:

1. Cubans and Colombians were more enthusiastic about learning APL competencies than Ecuadorians and Puerto Ricans. Thus it would not be wise to make generalizations based on language background alone.
2. The Polish and Japanese students were less enthusiastic than the Spanish-speaking students.
3. Women tended to be more enthusiastic than men.
4. Surbanites were more enthusiastic than urbanites.

In order to further break down the data that we received, we compiled a weighted index for each item. All scores of (3) were multiplied by 3; all scores of (2) were multiplied by 2 and (1) by 1. The mean was then computed. The items on the questionnaire were grouped into the following categories: getting a job, job benefits, job miscellaneous, consumer skills, money matters, apartment matters, house matters, car matters, res-

taurant and tipping. There were eleven items under getting a job. The number of items receiving a rating of 2.8 (1/11) was one. The data are available in Appendix D. Indices were developed for the Spanish and Japanese students.

Considering the fact that the majority of ESL students in adult programs is Spanish speaking, we thought it might be worthwhile to prepare a separate listing of the items rated highest by this group in our Survey. Using the weighted index described above as well as frequencies of (3) responses, we identified the 24 topics most likely to succeed with this group. See Appendix E.

We feel that we can now recommend with some confidence to our programs with populations similar to the ones in our sample that if they develop lessons around the topics listed in Appendices C and E, they will be likely to be working in areas which are of interest to their students.

The main body of the survey being limited to occupational knowledge and consumer awareness, we felt that it was extremely important to consider student responses to the "free response" section.* These responses were not easy to deal with. Not only did the questionnaires have to be translated, but we had to

-
- *1. If there are any other topics that you enjoy discussing, write them here:
 2. If there are any other topics which you feel you need to learn about, write them here:
 3. What things were the most difficult for you to learn about when you came to the U.S.?
 4. What things were the most different from your country?

develop a system of grouping the varied responses into fewer than 850 or so categories! Appendix F shows the free responses of Japanese and Spanish-speakers grouped in categories to which we assigned them to the best of our abilities.

The categories which emerged as we grouped responses from Spanish speakers were (in order of importance):

	<u>number of responses</u>
English	272
culture	179
climate	71
employment	67
transportation	38
food	36
shopping	25
finances	23
miscellaneous	21
academic subjects	20
health care	17
children	15
system of education	15
U.S. gov't. and law	14
housing	11
clothing	5

The actual phrases used by students on the free response section appear in Appendix G listed below the categories to which we have assigned them. (The phrases have, of course, been translated into English.) Where the same phrase was used by more than one student--and this was frequently the case--it has not been repeated in the listing.

The categories which emerged as we attempted to describe the Japanese responses to the free response section follow (again, in order of importance). The actual phrases used by the students are indicated in Appendix G.

	<u>number of responses</u>
culture	61
English	34
health care	25
miscellaneous	23
system of education	21
transportation	14
academic subjects	13
tipping	13
recreation	11
shopping	8
employment	6
measurement	6
banking	4
food	4
U.S. gov't. and law	4

IMPLICATIONS OF THE SURVEY FOR INSTRUCTIONAL PLANNING

From the free responses of the Spanish-speaking and Japanese students, some general conclusions can be drawn:

- 1) The most critically felt needs of the non-native speakers we surveyed are to learn English and to understand the culture in which they are now living.
- 2) For the Japanese students, health care was also a relatively important area.

In looking at this, one cannot help but be struck by what we might have known all along: ESL students are interested most of all in learning English and the culture of its speakers! From many of the free responses, it became apparent that the students if given a chance to learn English or to learn coping skills would clearly opt for the ^{former} ~~latter~~. These students obviously saw coping skills and English as mutually exclusive, which we do not feel is necessarily the case. However, it should be

added, at the risk of stating the obvious, that teaching a coping skill does not automatically result in helping students learn the English language or culture.

It is certainly beyond the scope of this report to discuss in depth all of the considerations which need to go into the planning of a course or even a lesson which integrates coping skills with language and culture in such a way as to serve students' most vital interest on all counts.

However, it would seem that instructional planners would do well to draw on what is known about how our language works not only from the micro perspective of forms but also from the macro perspective of functions. In the past our curricula were concerned almost exclusively with grammar, phonology and random vocabulary. Now, as we become more concerned with teaching language for general and specific communication needs, we will have to consider the additional dimensions of social and conceptual factors.

As native speakers, we know what language forms to use to carry out particular language functions, to express various kinds of ideas in various settings in various roles using various styles. ESL students, too, if they are to communicate in English, need to know not only the forms of the language, but when to use them.

J.A. van Ek in The Threshold Level for Modern Language Learning in Schools (Longman, 1976) suggests six areas that need to be considered:

- 1) general functional category (eg., giving or getting factual information; expressing and finding out intellectual attitudes; expressing and finding out emotional attitudes; etc.)
- 2) "notion(s)" or concept(s) involved (eg., existence, time, space, quantity, etc.)

- 3) setting and topics (eg., school, home, work, recreation, etc.)
- 4) social, sexual and psychological roles (eg., friends, strangers, officials, subordinate-superior-peer, etc.)
- 5) style and range (informal-formal; tentative-certain)
- 6) grammar and vocabulary appropriate to the above

It is obviously impossible for an ESL course to teach all possible language functions, the expression of all concepts, language appropriate to all settings and topics, all roles and all styles. Practical considerations such as the number of hours students have to spend in a language course force us to establish priorities. For most students, who are interested in acquiring a general ability to communicate, (as opposed to those who are interested in English only for special purposes, eg., reading physics books) a core of basic language functions in oral and written language could be the foundation for a course.*

In addition, students may have specific language needs. It is in getting at some of these specific needs that a survey as ours can be useful. Relating the items on our survey to the above framework suggested by van Ek, it can be seen that a great many of the items are on the level of topics (eg., medical insurance, how to tip, how to use a bank, etc.); whereas about fifteen entail quite specific language behaviors which would have clearly defined features in terms of function, notion, setting, role, style and range (eg., Fill out application forms. Learn how to speak in a job interview. Learn how to order and pay in restaurants. Read and understand menus, etc.)

(*See the ops. cit. of A. Wilkins and J.A. van Ek for in depth explorations of this possibility.)

In deciding whether to spend class time on a particular item on our survey, or on any coping skill, for that matter, it helps to take a careful look at what is actually involved and to see that it matches with students; long or short-range language needs.

Among the variables to consider are these:

Does the item require performance in English? (eg., "fill out job applications")

- 1) If it does not involve a performance in English (eg., "life insurance plans")

- a) are you using the item as a context for language practice:

- or

- b) are you providing students with information vital to them that they cannot get elsewhere? (eg., cultural information that lay people may be unaware of or reluctant to give)

- 2) If it does involve a performance in English...

- a) Which of the sub-skills is (are) involved?

- eg., listening-speaking (ordering in a restaurant)
 - reading (read newspaper ads for jobs)
 - writing (fill out job applications)

- b) How extensive a command of the language is required?

- eg., limited vocabulary (read clothing labels)
 - (deposit money in a bank)

- extensive command of vocabulary, structure, phonology and non-verbal system (speak in a job interview)

- c) To what extent can the language learned to "perform" the coping skill be applied to other situations?

- eg., highly specialized vocabulary (read menus)
 - general vocabulary, structure, etc.
 - (speak in a job interview)

It is probably safe to say that non-native adults attend ESL classes because they trust that by so doing they will learn English faster or better. This being the case, it becomes our primary responsibility not to waste their time, but to spend it in such a way as to provide them with the greatest return for the energy they expend in learning.

So far, we have talked about the importance of assessing students' communication needs and relating instruction to these. Two other essential criteria for setting instructional priorities are aimed at conserving students' (and teachers') energy: Notwithstanding extenuating circumstances which would justify spending time on highly specialized language (such as a student's pressing need to learn all of the items on the menu of a restaurant where he is going to be a waiter), it makes sense to select as instructional context 1) that which is widely applicable (productive and/or high frequency) in the language; and 2) that which students can most easily integrate with what they already know.

The fact that for non-native speakers English language and culture constitute the great COPING SKILL is sometimes obscured in these days of enthusiasm for other coping skills. While it is extremely gratifying to know that in this day of "relevancy" it is no longer likely that the Mr. Parkhills of the world will be requiring the Hyman Kaplans in their ESL classes to parse sentences and recite verb paradigms, it is, at the same time, to be hoped that the linguistic content ESL students need to acquire is not completely obliterated under a wad of insurance forms, real estate ads and grocery bills! With that caution, welcome to the union of ESL and APL.

The Adult Education Resource Center is a program that is designed to help you by helping your teachers. One way that we help is to find or make materials that will make your English classes more interesting. We would like you to help us prepare more interesting materials by taking a little time to tell us what you would like to talk about in class and what you need to learn in addition to English.

We are going to list a number of topics. Some you might like to learn about and talk about very much. Others might not be interesting at all. Please feel free to give us your honest opinion.

If you would enjoy talking about this and think it is very interesting, circle the 3. (3)

If you think it might be interesting, circle the 2. (2)

If you think this topic is not interesting, circle the 1. (1)

If you have no opinion, circle the 0. (0)

If you do not understand, circle the X. (X)

If you already know a lot about this topic and do not feel you need to learn more, circle the +. (+)

Topic	Very Inter- esting 3	Inter- esting 2	Not Inter- esting 1	No Opinion 0	Don't Un- derstand X	Know Enough +
1. Discuss what kind of job is best for you	3	2	1	0	X	+
2. Read job descriptions	3	2	1	0	X	+
3. Learn about job qualifications	3	2	1	0	X	+
4. Discuss how to look for a job	3	2	1	0	X	+
5. Read newspaper ads for jobs	3	2	1	0	X	+
6. Learn about employment agencies	3	2	1	0	X	+

-20-

Topic	Very Inter- esting 3	Inter- esting 2	Not Inter- esting 1	No Opinion 0	Dont Un- derstand X	Know Enough +
7. Discuss how to apply for a job	3	2	1	0	X	+
8. Write resumes	3	2	1	0	X	+
9. Fill out application forms	3	2	1	0	X	+
10. Learn how to take employment tests	3	2	1	0	X	+
11. Learn how to speak in a job inter- view	3	2	1	0	X	+
12. Learn about deductions from a job paycheck	3	2	1	0	X	+
Discuss job benefits:						
13. vacation time	3	2	1	0	X	+
14. sick leave	3	2	1	0	X	+
15. medical insurance	3	2	1	0	X	+
16. social security	3	2	1	0	X	+
17. pensions	3	2	1	0	X	+
18. life insurance plans	3	2	1	0	X	+
19. unemployment insurance	3	2	1	0	X	+
20. labor unions	3	2	1	0	X	+
Discuss job problems:						
21. lay offs	3	2	1	0	X	+
22. firing	3	2	1	0	X	+
23. quitting	3	2	1	0	X	+
Learn how to order and pay in						
24. restaurants	3	2	1	0	X	+
25. Read and understand menus	3	2	1	0	X	+
26. How to tip	3	2	1	0	X	+
Discuss and learn how to find and rent an apartment:						
27. Reading leases	3	2	1	0	X	+
28. Learning about real estate agencies	3	2	1	0	X	+
29. Read newspaper ads for apartments	3	2	1	0	X	+
30. Learn about hidden costs	3	2	1	0	X	+
31. Discuss how to select a location	3	2	1	0	X	+
32. Learn the law for renting	3	2	1	0	X	+
Discuss and learn how to find and buy a house:						
33. Reading newspaper ads	3	2	1	0	X	+
34. Learn about real estate agencies	3	2	1	0	X	+
35. Understanding mortgages	3	2	1	0	X	+
36. Discuss how to select a location	3	2	1	0	X	+
37. How to find a lawyer	3	2	1	0	X	+
38. Learn about hidden costs	3	2	1	0	X	+

-21-

Topic	Very Inter- esting 3	Inter- esting 2	Not Inter- esting 1	No Opinion 0	Don't Un- derstand X	Know Enough +
Learn about how to buy a car by:						
39. Reading consumer guides	3	2	1	0	X	+
40. Learn how to get a loan for a car	3	2	1	0	X	+
41. Reading newspaper ads	3	2	1	0	X	+
Deciding which to buy--a new						
42. car or a used car	3	2	1	0	X	+
Learning how to maintain a car by:						
43. Discussing when to take it to a garage	3	2	1	0	X	+
44. Learning how to repair it yourself	3	2	1	0	X	+
Discuss how to pay for goods and services:						
45. When to pay cash	3	2	1	0	X	+
46. When to take out loans and how to	3	2	1	0	X	+
47. The good and bad of charge accounts	3	2	1	0	X	+
48. When to use lay-away	3	2	1	0	X	+
49. The good and bad of credit cards	3	2	1	0	X	+
50. How to use a checking account	3	2	1	0	X	+
Discuss how to buy clothes:						
51. Reading labels	3	2	1	0	X	+
52. Understanding sizes in the U.S.	3	2	1	0	X	+
53. The hidden costs of clothes	3	2	1	0	X	+
Discuss how to buy food:						
54. Learning about unit pricing	3	2	1	0	X	+
55. The good and the bad of packaging	3	2	1	0	X	+
56. Learn how to use a bank	3	2	1	0	X	+
Learn how to find the best buy:						
57. Learn how to compare weights	3	2	1	0	X	+
58. Learn how to compare sizes	3	2	1	0	X	+
59. Learn how to compare prices	3	2	1	0	X	+
60. Learn how to compare quality	3	2	1	0	X	+
61. Learn about wholesale prices and retail prices	3	2	1	0	X	+
62. Learn when you can and can not bargain in the U.S.	3	2	1	0	X	+
63. Learn how to read advertisements to tell legitimate offers from suspicious offers	3	2	1	0	X	+
64. Discuss warranties and how to use them	3	2	1	0	X	+
65. Discuss how to exchange goods	3	2	1	0	X	+
66. Discuss how to buy furniture and appliances	3	2	1	0	X	+

-22-

We would like you to now think about all of these topics again. This time do not think about what you would like to learn. Think about what you need to learn. Often we know that we need to learn about something and yet we really are not that interested in the subject.

For example: I have a friend. He needs to learn about how to prepare his income tax. But he really does not like to work with numbers. He has delayed learning how to do his income tax for several years. Each year he has to pay an accountant to prepare the forms.

He needs to learn how to do his taxes. But he does not enjoy learning this.

Sometimes we enjoy talking about a subject. We know a lot about this topic and so we don't need to learn that much about it.

For example: Some of my students like to talk about where they buy their groceries and where they can find the best buys. They know a lot about buying food and how to look for a good bargain.

They don't need to learn about buying food. But they enjoying talking about this.

In the next section, we would like you to indicate which topics you really feel that you need to learn about. You may need to learn about it now or you may be able to use this information in the future.

Topic	Very Im- portant 3	Im- portant 2	Not Im- portant 1	No Opinion 0	Don't Un- derstand X
67. Discuss what kind of job is best for you	3	2	1	0	X
68. Read job descriptions	3	2	1	0	X
69. Learn about job qualifications	3	2	1	0	X
70. Discuss how to look for a job	3	2	1	0	X
71. Read newspaper ads for jobs	3	2	1	0	X
72. Learn about employment agencies	3	2	1	0	X
73. Discuss how to apply for a job	3	2	1	0	X
74. Write resumes	3	2	1	0	X
75. Fill out application forms	3	2	1	0	X
76. Learn how to take employment tests	3	2	1	0	X
77. Learn how to speak in a job inter- view	3	2	1	0	X

-23-

Topic	Very Im- portant 3	Import- tant 2	Not Im- portant 1	No Opinion 0	Don't Un- derstand X
78. Learn about deductions from a job paycheck	3	2	1	0	X
79. Discuss job benefits:					
vacation time	3	2	1	0	X
80. sick leave	3	2	1	0	X
81. medical insurance	3	2	1	0	X
82. social security	3	2	1	0	X
83. pensions	3	2	1	0	X
84. life insurance plans	3	2	1	0	X
85. unemployment insurance	3	2	1	0	X
86. labor unions	3	2	1	0	X
Discuss job problems:					
87. lay offs	3	2	1	0	X
88. firing	3	2	1	0	X
89. quitting	3	2	1	0	X
90. Learn how to order and pay in restaurants	3	2	1	0	X
91. Read and understand menus	3	2	1	0	X
How to tip	3	2	1	0	X
Discuss and learn how to find and rent an apartment:					
93. Reading leases	3	2	1	0	X
94. Learning about real estate agencies	3	2	1	0	X
95. Read newspaper ads for apartments	3	2	1	0	X
96. Learn about hidden costs	3	2	1	0	X
97. Discuss how to select a location	3	2	1	0	X
98. Learn the law for renting	3	2	1	0	X
Discuss and learn how to find and buy a house:					
99. Reading newspaper ads	3	2	1	0	X
100. Learn about real estate agencies	3	2	1	0	X
101. Understanding mortgages	3	2	1	0	X
102. Discuss how to select a location	3	2	1	0	X
103. How to find a lawyer	3	2	1	0	X
104. Learn about hidden costs	3	2	1	0	X
Learn about how to buy a car by:					
105. Reading consumer guides	3	2	1	0	X
106. Learn how to get a loan	3	2	1	0	X
107. Reading newspaper ads	3	2	1	0	X
108. Deciding which to buy--a new car or a used car	3	2	1	0	X
Learning how to maintain a car by:					
109. Knowing when to take it to a garage	3	2	1	0	X
110. Learning how to repair it yourself	3	2	1	0	X

-24-

Topic	Very Im- portant 3	Impor- tant 2	Not Im- portant 1	No Opinion 0	Don't Un- derstand X
Discuss how to pay for goods and services:					
111. When to pay cash	3	2	1	0	X
112. When to take out loans and how to	3	2	1	0	X
113. The good and the bad of charge ac- counts	3	2	1	0	X
114. When to use lay-away	3	2	1	0	X
115. The good and the bad of credit cards	3	2	1	0	X
116. How to use a checking account	3	2	1	0	X
Discuss how to buy clothes:					
117. Reading labels	3	2	1	0	X
118. Understanding sizes in the U.S.	3	2	1	0	X
119. The hidden costs of clothes	3	2	1	0	X
Discuss how to buy food:					
120. Learning about unit pricing	3	2	1	0	X
121. The good and the bad of packaging	3	2	1	0	X
122. Learn how to use a bank	3	2	1	0	X
Learn how to find the best buy:					
123. Learn how to compare weights	3	2	1	0	X
124. Learn how to compare sizes	3	2	1	0	X
125. Learn how to compare prices	3	2	1	0	X
126. Learn how to compare quality	3	2	1	0	X
127. Learn about wholesale prices and retail prices	3	2	1	0	X
128. Learn when you can and can not bargain in the U.S.	3	2	1	0	X
Learn how to read advertisements to tell legitimate offers from suspicious offers					
129.	3	2	1	0	X
Discuss warranties and how to use them					
130.	3	2	1	0	X
131. Discuss how to exchange goods	3	2	1	0	X
Discuss how to buy furniture and appliances					
132.	3	2	1	0	X

-25-

If there are any other topics that you enjoy discussing, write them here:

If there are any other topics which you feel you need to learn more about, write them here:

What things were the most difficult for you to learn about when you came to the U.S.?

What things were the most different from your country?

54

How old are you? _____ Are you male or female? _____ Are you married? _____
What country are you from? _____ How long have you been in the U.S.? _____

THANK YOU VERY MUCH FOR YOUR HELP.

Students answering (2) important/interesting and (3) very important/
very interesting from Spanish-speaking countries:

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
1	81.1	86.9	22	312
2	76.6	83.1	26	308
3	84.1	89.5	20	314
4	79.3	84.1	19	315
5	73.9	77.7	16	318
6	75.1	81.3	25	309
7	81.7	87.2	21	313
8	61.9	68.6	32	302
9	79.0	85.1	24	310
10	85.0	91.3	23	311
11	90.8	93.8	11	323
12	83.5	89.7	23	311
13	82.6	91.7	33	301
14	79.9	90.8	40	294
15	81.4	92.5	40	294
16	81.1	91.3	37	297
17	76.6	88.8	46	288
18	77.8	89.3	43	291
19	77.2	89.6	46	288
20	71.2	81.5	42	292
21	76.6	85.4	34	300
22	66.4	83.4	68	266
23	63.1	80.5	72	262
24	66.4	73.7	33	301
25	69.7	75.4	25	309
26	51.8	55.8	24	310
27	83.8	85.9	8	326
28	71.5	78.9	31	303
29	43.9	77.3	145	189
30	63.7	71.5	36	298
31	72.1	81.4	38	296
32	76.0	87.0	42	292
33	72.4	78.1	24	310
34	63.1	74.0	49	285
35	70.6	78.1	32	302
36	69.1	80.0	45	289
37	71.8	84.0	48	286
38	62.5	82.2	80	254
39	78.1	82.3	17	317
40	79.3	83.6	17	317
41	64.9	73.3	38	296
42	70.3	75.6	23	311
43	60.1	64.8	24	310
44	59.8	67.5	38	296
45	73.6	79.6	25	309
46	72.7	81.8	37	297
47	79.3	86.9	29	305
48	69.1	76.5	32	302
49	77.5	84.1	26	308

Spanish

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
50	72.1	77.8	24	310
51	66.1	69.8	17	317
52	64.3	70.8	30	304
53	60.5	66.6	31	303
54	73.0	76.9	17	317
55	75.4	81.8	26	308
56	83.8	88.9	19	315
57	72.4	77.8	23	311
58	64.9	7.4	30	304
59	67.6	74.3	30	304
60	71.2	79.3	34	300
61	69.4	76.8	32	302
62	73.9	78.7	20	314
63	83.5	87.5	15	319
64	88.0	91.5	13	321
65	82.9	87.7	18	316
66	75.4	79.8	18	316
67	79.3	85.2	23	311
68	74.8	82.2	30	304
69	79.6	87.2	29	305
70	75.7	83.0	29	305
71	76.1	75.4	37	297
72	96.1	76.5	32	302
73	77.2	84.8	30	304
74	59.8	68.5	42	292
75	74.8	82.5	31	303
76	80.5	87.9	28	306
77	84.7	91.9	26	308
78	81.1	88.8	29	305
79	82.0	91.3	34	300
80	80.8	91.5	39	295
81	83.5	93.3	35	299
82	80.8	90.9	37	297
83	78.7	89.2	39	295
84	52.4	86.2	131	203
85	78.1	90.2	45	289
86	74.8	86.2	44	290
87	79.0	88.3	35	299
88	72.4	88.7	61	273
89	70.9	85.9	58	276
90	58.6	67.8	45	289
91	61.9	72.4	48	286
92	47.9	55.7	47	287
93	75.4	84.2	35	299
94	64.3	74.7	46	288
95	35.4	73.8	174	160
96	58.7	72.8	65	269
97	66.1	78.6	53	281
98	70.6	82.9	49	285
99	63.4	74.2	48	286
100	55.7	69.6	67	267

-28-

Spanish

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
101	62.5	75.7	58	276
102	63.1	77.3	61	273
103	63.4	78.6	64	270
104	56.5	76.9	88	246
105	70.9	80.6	40	294
106	73.0	82.7	39	295
107	60.1	73.4	56	278
108	62.2	70.7	40	294
109	59.8	66.7	34	300
110	58.9	67.2	41	293
111	70.9	78.8	33	301
112	70.3	81.6	46	288
113	77.2	87.4	39	295
114	65.8	76.1	45	289
115	73.9	85.8	46	288
116	68.8	78.5	41	293
117	64.3	72.2	36	298
118	63.8	73.5	44	290
119	59.0	70.1	53	281
120	66.4	75.8	41	293
121	70.3	80.0	44	290
122	79.9	90.5	39	295
123	68.2	78.3	43	291
124	62.8	73.5	48	286
125	66.1	76.5	45	289
126	69.4	80.6	46	288
127	62.4	76.0	55	279
128	70.6	79.7	38	296
129	78.4	85.9	29	305
130	82.9	91.4	31	303
131	80.2	87.5	28	306
132	75.4	81.8	26	308

Students answering (2) important/interesting and (3) very important/
very interesting from Japan:

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
1	45.6	47.3	2	55
2	43.9	45.5	2	55
3	56.2	58.2	2	55
4	43.8	45.5	2	55
5	40.4	41.8	2	55
6	40.3	41.8	2	55
7	40.3	42.6	3	54
8	42.1	44.5	3	54
9	42.1	44.5	3	54
10	45.7	47.3	2	55
11	50.9	52.7	2	55
12	56.2	57.1	1	56
13	61.4	62.5	1	56
14	56.2	57.1	1	56
15	61.5	62.5	1	56
16	59.6	60.8	1	56
17	56.1	57.1	1	56
18	57.9	60.0	2	55
19	57.9	58.9	1	56
20	49.1	50.0	1	56
21	42.1	42.1	0	57
22	42.1	43.7	2	55
23	38.6	40.0	2	55
24	86.0	89.1	2	55
25	94.8	94.8	0	57
26	86.0	86.0	0	57
27	71.9	71.9	0	57
28	65.0	65.0	0	57
29	57.9	57.9	0	57
30	68.5	68.5	0	57
31	68.5	69.6	1	56
32	73.7	75.0	1	56
33	50.9	52.7	2	55
34	49.1	51.9	3	54
35	43.8	45.4	2	55
36	56.1	59.3	3	54
37	47.4	50.9	4	53
38	52.7	56.6	4	53
39	52.6	53.5	1	56
40	56.1	57.2	1	56
41	52.6	54.6	2	55
42	59.6	61.8	2	55
43	79.0	79.0	0	57
44	59.7	60.7	1	56
45	68.5	70.9	2	55
46	61.4	62.5	1	56
47	65.0	68.5	3	54
48	50.9	53.7	3	54
49	73.7	75.0	1	56

-30-

Japanese

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
50	70.2	71.5	1	56
51	71.9	71.9	0	57
52	73.7	73.7	0	57
53	54.4	55.4	1	56
54	68.5	69.6	1	56
55	59.7	59.7	0	57
56	80.7	82.1	1	56
57	63.2	64.2	1	56
58	70.2	71.4	1	56
59	73.7	75.0	1	56
60	75.5	78.2	2	55
61	68.4	69.7	1	56
62	89.5	89.5	0	57
63	93.0	93.0	0	57
64	78.9	80.3	1	56
65	57.9	59.0	1	56
66	89.5	89.5	0	57
67	47.4	48.2	1	56
68	50.9	51.8	1	56
69	54.4	55.3	1	56
70	47.3	48.2	1	56
71	43.9	44.6	1	56
72	42.1	42.9	1	56
73	43.9	45.5	2	55
74	49.1	50.0	1	56
75	45.6	47.3	2	55
76	45.6	46.4	1	56
77	45.6	46.2	1	56
78	50.9	51.7	1	56
79	57.9	60.0	2	55
80	52.6	54.5	2	55
81	61.4	63.6	2	55
82	57.9	60.0	2	55
83	56.1	58.2	2	55
84	54.3	56.4	2	55
85	54.3	56.4	2	55
86	49.1	50.9	2	55
87	35.0	36.4	2	55
88	35.1	36.4	2	55
89	33.3	34.6	2	55
90	68.4	72.2	3	54
91	77.2	78.6	1	56
92	73.7	76.3	2	55
93	77.2	78.6	1	56
94	59.6	60.7	1	56
95	59.7	61.9	2	55
96	57.9	60.0	2	55
97	71.9	73.2	1	56
98	71.9	73.2	1	56
99	56.2	58.2	2	55
100	52.6	55.5	59	54

Question Number	Relative Frequency %	Adjusted Frequency %	Missing Cases	Valid Cases
101	54.4	56.3	2	55
102	59.7	60.7	1	56
103	50.9	52.7	2	55
104	54.4	56.3	2	55
105	61.4	62.5	1	56
106	52.6	53.5	1	56
107	56.1	57.1	1	56
108	52.6	53.6	1	56
109	77.2	80.0	2	55
110	59.6	61.8	2	55
111	57.9	60.0	2	55
112	49.1	51.9	3	54
113	57.9	61.1	3	54
114	42.1	44.5	3	54
115	63.2	66.7	3	54
116	64.9	67.3	2	55
117	66.7	69.1	2	55
118	49.2	50.9	2	55
119	78.0	81.9	2	55
120	77.2	80.0	2	55
121	66.6	70.4	3	54
122	73.7	79.3	4	53
123	64.9	66.1	1	56
124	66.6	67.9	1	56
125	73.7	75.0	1	56
126	80.7	82.1	1	56
127	61.4	62.5	1	56
128	91.2	92.9	1	56
129	91.2	94.6	2	55
130	71.9	74.5	2	55
131	52.6	53.6	1	56
132	75.5	76.8	1	56

Polish

At the time of this report, frequencies have not been computed for the Polish responses.

The following chart is a synthesis of all items on the APL/ESL Survey that received a rating of 3 (very interesting or very important) by more than 50% of the people in each group as listed below:

The leftmost column shows the number of the item on the survey. (#1 = "Discuss what kind of job is best for you; #2 = Read job descriptions" etc.)

Each of the other columns is headed by a group name and the number in that group. X's are placed in each column on line with those items (1 - 66) which received the response "very interesting" and for those items (67 - 132) which received the response "very important" by 50% or more of the students.

Column headings designate the following:

Spanish = language group

Cuban, Puerto Rican, Colombian, Ecuadorian = respective nationality groups

Japanese, Polish = respective nationality as well as language groups *Colombians*

Male, Female: Data is based on the 245 students comprised by the Cubans, Puerto Ricans and Ecuadorians

Urban: based on attending adult education classes in: Hackensack, Jersey City, Newark, Passaic, Paterson, Union City and West New York (New Jersey)

Suburban: based on attending adult education classes in: Clifton, Englewood, Fort Lee and Hackensack (New Jersey)

Item	Spanish	Cuban	Puerto Rican	Colombian	Ecuadorian	Japanese	Polish	Male	Female	Urban	Sub-urban
#	359	113	29	71	32	57	37	81	160	306	147
	*number of questionnaires examined										
1	X	X	X	X	X		X	X	X		
2							X				
3	X		X	X	X		X		X		X
4	X	X	X	X					X	X	
5											
6											
7	X	X		X					X		X
8											
9		X					X		X		
10	X	X		X	X			X	X	X	X
11	X	X	X	X	X			X	X	X	X
12	X	X		X					X	X	
13	X	X		X	X			X	X	X	X
14	X	X		X	X			X	X	X	X
15	X	X		X	X			X	X	X	X
16	X	X		X	X			X	X	X	X
17	X	X		X				X	X	X	X
18	X	X		X							X
19	X	X		X							X
20	X										
21				X					X		X
22											
23											
24											
25											
26											
27		X		X	X				X	X	X

Item	Spanish	Cuban	Puerto Rican	Colombian	Ecuadorian	Japanese	Polish	Male	Female	Urban	Sub-urban
#	334	113	29	71	32	57	37	81	160	334	43

28

29 Items 29 & 95 were inadvertently excluded from Spanish questionnaires.

30

31

X

32

X

33

X

34

35

36

37

38

39

X

40

X

X

X

41

42

X

43

44

45

46

47

X

X

X

X

X

48

49

X

X

50

X

51

52

53

54

55

X

56

X

X

X

57

58

59

60

61

62

X

X

63

X

X

X

X

X

X

X

64

X

X

X

X

X

X

X

Item	Spanish	Cuban	Puerto Rican	Colombian	Ecuadorian	Japanese	Polish	Male	Female	Urban	Sub-urban
0	334	113	29	71	32	57	37	81	160	334	43
65		X			X				X		X
66			X								
67	X		X	X	X				X		X
68											
69				X					X		X
70											X
71											
72											
73				X							X
74											
75									X		
76	X			X					X	X	X
77	X	X	X	X	X			X	X	X	X
78											
79	X	X		X					X	X	X
80	X	X		X					X	X	X
81	X	X		X					X	X	X
82	X	X	X					X	X	X	
83	X	X		X					X	X	
84											
85	X			X							
86											
87	X			X					X		X
88											X
...											X
113											X
114											X
115											X
116											
117											
118											
119											
120											
121											
122	X	X		X					X		X
123											
124											
125											
126											
127											
128											X
129	X	X		X				X	X	X	X
130	X	X		X				X	X	X	X
131											X
132											X

LANGUAGE: Spanish

<u>Interest Index</u>	<u>GETTING A JOB</u>	<u>JOB BENE- FITS</u>	<u>JOB MISC.</u>	<u>CONSUMER SKILLS</u>	<u>MONEY MATTERS</u>	<u>APART- MENT</u>	<u>HOUSE</u>	<u>CAR</u>	<u>RESTAURANT & TIPPING</u>
2.8	1/11								
2.7									
2.6	3/11	6/8	1/4						
2.5	3/11	2/8	1/4	3/15	2/7	2/6		1/6	
2.4	1/11		2/4	4/15	4/7		3/6	1/6	
2.3	3/11			4/15	1/7	3/6	2/6	2/6	2/3
2.2				3/15		1/6	1/6	2/6	
2.1				1/15					
2.0									1/3
1.9									
1.8									
1.7									
1.6									
1.5									

LANGUAGE: Spanish

-36-

APPENDIX D (con't.)

<u>Importance Index</u>	GETTING A JOB	JOB BENE- FITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APART- MENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6	1/11								
2.5	3/11	8/8	3/4	2/15	1/7				
2.4	3/11		1/4	2/15	2/7	1/6	1/6	1/6	
2.3	2/11			6/15	3/7	1/6	3/6	1/6	
2.2	2/11			4/15	1/7	4/6	2/6	4/6	2/3
2.1				1/15					
2.0									
1.9									1/3
1.8									
1.7									
1.6									
1.5									

LANGUAGE: Japanese

-37-

APPENDIX D (con't.)

<u>Interest Index</u>	GETTING A JOB	JOB BENE- FITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APART- MENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6									
2.5									
2.4				2/15					3/3
2.3				2/15					
2.2					2/7			1/6	
2.1				4/15	2/7	1/6			
2.0		1/8		3/15	2/7	3/6		1/6	
1.9		4/8		3/15		2/6	1/6	1/6	
1.8		3/8		1/15	1/7		3/6	3/6	
1.7	3/11		3/4				2/6		
1.6	3/11		1/4						
1.5	5/11								

LANGUAGE: Japanese

-38-

APPENDIX D (con't.)

<u>Importance Index</u>	GETTING A JOB	JOB BENE- FITS	JOB MISC.	CONSUMER SKILLS	MONEY MATTERS	APART- MENT	HOUSE	CAR	RESTAURANT & TIPPING
2.8									
2.7									
2.6									
2.5									
2.4									
2.3				3/15	1/7	1/6			
2.2						2/6			
2.1				2/15			1/6	1/6	3/3
2.0		1/8		3/15	2/7		2/6	2/6	
1.9		3/8		4/15	2/7	3/6	1/6	2/6	
1.8	1/11	4/8	1/4	2/15	1/7		2/6	1/6	
1.7	7/11		1/4						
1.6	2/11		2/4	1/15	1/7				
1.5	1/11								

The items on this page were considered to be of greatest interest and/or importance by 50% or more of the 359 Spanish speakers surveyed. They are divided here into four groups according to the number of "confirmations" received.

Possible Confirmations

- 1) Topic judged "very interesting" (3 circled) by 50% or more of participants.
 - 2) Topic judged "very important" (3 circled) by 50% or more of participants.
 - 3) Topic received "mean interest rating"* of 2.5 or higher (on a scale of 1-3)
 - 4) Topic received "mean importance rating"* of 2.5 or higher
- *(See page 11 of the present report for explanation.)

Four Confirmations (1, 2, 3 and 4 above)

numbers on survey
(Interest)(Importance)

1	67	Discuss what kind of job is best for you
10	76	Learn how to take employment tests
11	77	Learn how to speak in a job interview
12	78	Learn about deductions from a job paycheck
13	79	Discuss job benefits: vacation time
14	80	" " " sick leave
15	81	" " " medical insurance
16	82	" " " social security
17	83	" " " pensions
19	84	" " " unemployment insurance

Three Confirmations

3	69	Learn about job qualifications
12	78	Learn about deductions from a job paycheck
20	86	Discuss job benefits: labor unions
21	87	Discuss job problems: lay offs
63	129	Learn how to read advertisements to tell legitimate offers from suspicious offers

Two Confirmations

4		Discuss how to look for a job
7		Discuss how to apply for a job
18		Discuss job benefits: life insurance
47		The good and bad of charge accounts
64	130	Discuss warranties and how to use them

One Confirmation

9		Fill out application forms
27		Reading leases
40		Learn how to get a loan for a car
122		Learn how to use a bank

FREE RESPONSES

Language: Spanish

Of the 359 Spanish speakers to whom the Survey was given, 165 responded to one or more of the free response questions. Listed below is a summary of the items written in by this group. Note that many respondents contributed more than one item to a given question.

Category	INTERESTING*	IMPORTANT	DIFFICULT	DIFFERENT	LINE TOTAL	APPROX. % OF TOTAL
English	25	45	145	57	272	33.8%
Culture	11	8	18	142	179	22.3%
Climate	0	0	8	63	71	8.8%
Employment	12	17	15	23	67	8.3%
Food	0	1	2	33	36	4.5%
Transportation	4	1	18	5	28	3.5%
Shopping	2	0	18	5	25	3.1%
Finances	0	5	7	9	21	2.6%
Academic Subjects	16	4	0	0	20	2.5%
U.S. Gov't. & Law	3	8	8	1	20	2.5%
Miscellaneous	10	4	1	4	19	2.4%
Children	9	5	0	1	15	1.9%
System of Education	5	5	0	5	15	1.9%
Housing	0	0	2	9	11	1.4%
Clothing	0	0	0	5	5	.6%
TOTAL	97	103	242	362	804	100.1%

*INTERESTING stands for the first free response: "If there are any other topics that you enjoy discussing, write them here."
 IMPORTANT stands for the second: "If there are any other topics which you feel you need to learn more about, write them here."
 DIFFICULT stands for the third: "What things were the most difficult for you to learn about when you came to the U.S.?"
 DIFFERENT stands for the fourth: "What things were the most different from your country?"

FREE RESPONSES

Language: Japanese

Of the 57 Japanese speakers to whom the Survey was given, 56 people responded to one or more of the free response questions. Listed below is a summary of the items written in by this group. Note that many respondents contributed more than one item to a given question.

<u>Category</u>	<u>INTERESTING*</u>	<u>IMPORTANT</u>	<u>DIFFICULT</u>	<u>DIFFERENT</u>	<u>LINE TOTAL</u>	<u>APPROX % OF TOTAL</u>
Culture	14	8	5	34	61	25.8%
English	4	2	20	8	34	14.4%
Health Care	2	11	10	2	25	10.6%
System of Education	9	6	4	2	21	8.9%
Transportation	0	1	6	7	14	5.9%
Academic Subjects	9	4	0	0	13	5.5%
Miscellaneous	2	9	2	0	13	5.5%
Tipping	0	0	8	5	13	5.5%
Recreation	5	3	1	2	11	4.7%
Shopping	0	1	6	1	8	3.4%
Employment	2	4	0	0	6	2.5%
Measurement	0	0	5	1	6	2.5%
Food	0	1	2	1	4	1.7%
U.S. Gov't. & Law	1	2	1	0	4	1.7%
Banking	0	0	1	3	4	1.7%
TOTAL	48	52	71	66	237	100.3%

English

English
conversation
comprehension of T.V., movies
reading and writing
letters
composition
telephone
English for daily use

culture

customs
way of life
ambiance
everything
many things
people
pace of life
youth
people's character
freedom
behavior
American mentality
social system
human relations
family life
fear
lack of communication among neighbors
holidays
racism
authority
respect for humanity
no servants
social relations of children

climate

climate

employment

work
day of work
employment opportunities
start a business
become a secretary
become a commercial artist
become a teller
become a nurse
become a factory worker
join the army
learn a trade
looking for work
reading newspaper ads for jobs
job benefits
social security
choosing a career
knowing about employment possibilities
applying for a job
filling out job applications
work hours
labor laws

transportation

finding my way
getting from place to place
following directions
public transportation
local streets
cars
talk to mechanic about problems with car
driver's license

food

food
restaurants

shopping

shopping
English in food and clothing stores

knowing quality of product
shopping for food
exchanging items
knowing correct prices

finances

money
income tax
banking
economic system
high cost of living
welfare
credit
money order

academic subjects

current events
history
politics
art
religion
architecture
international relations
literature
music
problems affecting humanity
science

U.S. government and law

U.S. laws
getting a resident visa
citizenship exam

miscellaneous

emergencies
calling police or fireman
car accidents
the city
big cars
wide streets
pollution
recreation
insurance
utilities
travel agencies

children

adolescents
psychology of adolescents
how to deal with adolescents
school for children
talking with children's teachers

system of education

system of education
enrolling in college
financial aid for college

housing

housing
appearance of housing
decorating an apartment

clothing

style of clothing

CATEGORIES USED FOR FREE RESPONSES OF JAPANESE SPEAKERS

culture

customs
culture
way of life
different races
discrimination
size and power of the U.S.
attitudes toward children
relationship between family members
marital roles and work
informality and open-mindedness of people
disposable culture
different language
efficiency of American life
how to make friends with Americans
rational thought

English

English
daily conversation
telephone
understanding news
understanding television
reading and writing

health care

medicine
health care
finding a good doctor
talking to doctors

system of education

system of education
education of children
registering children in school
how to get into college

transportation

traffic regulations and signs
need for a car
driver's license
public transportation--subways and buses

academic subjects

history history of social problems in the U.S.
animals
art
constellations
flowers
geography
difference between city and country

miscellaneous

everyday topics of interest to housewives
talking in the beauty parlor
what to do in a car accident
using a washing machine
insurance--fire, car, etc.
how to use public institutions
welfare

tipping

how much to tip
tipping
when to tip
don't tip in Japan

recreation

leisure time facilities
summer camp
recreation
trips
enjoy life
more affluence permits more enjoyment

shopping

clothing sizes
difficulty with English in stores
sales taxes
large variety makes choice difficult

employment

business contracts
how to find a good job
jobs
labor unions
purpose of working
salaries

measurement

measurement system
measurements
different measures
units of measure

food

how to buy and cook American food
reading menus

U.S. government and law

lawyers
citizenship examination
election system

banking

banking
checking account
personal checks instead of cash

Future Conditional/Wages and Paycheck Deductions

A Model Lesson in ESL and Coping Skills

By Kathy Durnin
(principal writer)

With Jean W. Bodman
Susan C. Lanzano
Michael R. Lanzano

FOR THE TEACHER

Linguistic Focus:

Future Conditional (#1.44 in curriculum)

If it doesn't rain tomorrow, we'll have the picnic.

Notes to the teacher:

1. The "if" clause can shift from beginning to end.
ex. We'll have the picnic tomorrow if it doesn't rain.
If it doesn't rain, we'll have the picnic.
2. In some cases other structures can be used instead of the "if" clause.
ex. I'll give you my coat, if you give me yours.
I'll give you mine for yours.
3. Have students use the contraction as much as possible.
He will - He'll, etc.
4. Students usually forget to use the "s" in the present tense.
ex. If he works late....

Introducing the Structure:

There are a number of ways to isolate the structure so that the student can focus on it.

- A. Have students bring to class things from home that they want to get rid of. (The teacher should have some extra things just in case anyone forgets). Students can trade with each other.
ex. If you give me your candle holder, I'll give you my ashtray.
- B. Half of a statement can be put on an index card.

If I don't work

I won't get paid

Each student will have an index card. When a statement is made students will try to match the most logical or possibly the most ridiculous.

- C. Another way of introducing the structure is through a reading.
(See reading on Jimmy Carter - Handout #4)

A structure should be isolated only long enough for the students to understand the concept and experiment with it. It should be moved as soon as possible into real situations where they can see it working within the language.

Coping Skills:

1. Wages and Taxes:

A. Vocabulary Involved-

<u>gross salary</u>	<u>net salary</u>	<u>take home pay</u>	<u>clear</u>
<u>time and a half</u>	<u>minus</u>	<u>plus</u>	<u>times</u>
<u>multiply</u>	<u>divide</u>	<u>subtract</u>	<u>add</u>
<u>tax chart</u>	<u>deductions</u>	<u>dependents</u>	

B. Usage - students are sometimes puzzled by the use of

get and make

ex. He makes \$4.00 an hour.
He gets time and a half.

C. Pronunciation - See Oral Skills Syllabus, Module 23 on Saying Groups of Numbers.

Numbers: a hundred (and) sixty dollars
a (one) hundred (and) sixteen dollars
two hundred (and) five dollars
two hundred (and) fifty dollars

*If students have a problem with the pronunciation of numbers like those above, it can interfere with communication.

This unit on wages and taxes can be very simple or complex depending on the level of the students.

Beginner Group

Instead of using Handout 1 ("John Smith works in a supermarket"), a shorter version can be written on the board.

John Smith works in a supermarket.
He makes \$4.00 an hour.
He gets time and a half for anything over 40 hours.

1. Clarify anything that the students don't understand.
2. Review past structures.
 - a. Where does John work?
 - b. How much does he make an hour?
 - c. Does he get time and a half for anything over 40 hours?
3. What is his salary for a 40 hour week?
(Answers to this question and the above can be either short or long depending on whether you think the students need the practice)
4. Do the computation on the board. Give students the necessary vocabulary in order to do it orally.

ex. Forty hours times four dollars an hour (equals) is
a hundred sixty dollars. $40 \text{ hrs.} \times \$4.00 = \$160.00$
5. Pose the question "If John works 42 hours, how much will he make?"
Most students will probably understand even though they will not be able to answer in a complete sentence. After the students have arrived at the right answer the teacher should elicit the complete statement.
"John will make \$172.00 if he works 42 hours."*
6. Have the students practice the statement. Then give them a variety of hours.
7. After step 5 you will be dealing with a more complex computation.

$$\begin{array}{rcl} 42 - 40 & = & 2 \text{ hours overtime} \\ 40 \text{ hrs.} \times \$4.00 & = & \$160.00 \\ 2 \text{ hrs.} \times \$6.00 & = & \$12.00 \\ \$160.00 + \$12.00 & = & \$172.00 \end{array}$$
8. *The word gross can be used as part of the sentence.

Intermediate or Advanced Level

- | | |
|-----------|---|
| Handout 1 | 1. Begin with Handout 1. When students have mastered the linguistic structure and have become fairly quick at the computations (and can describe what they have done: <u>Forty times four is a hundred and sixty</u>), Handout 2 can be introduced. |
| Handout 2 | <ol style="list-style-type: none"> 2. The teacher can review other structures that are contained in the reading. (Almost all of the structures precede the Future Conditional in the curriculum) 3. Using the chart on Handout 2 (amounts for S.S., Federal and State tax should be filled in by the teacher) the student will add the taxes, get the gross pay and subtract the taxes from the gross pay to get the net pay. |

Handout 3

4. Handout 3 is a tax chart. It is not as difficult as it looks. If you follow the instructions below, students can be successful in understanding how the figures on their pay check are arrived at.

1. Go to \$160.00 in the wage column.

Wage
 158.00
 159.00
 160.00

2. The next column over is the where the S.S. begins.

Wage	Social Security					
\$160.00	9.36	.09	9.37	.26	9.38	.43
\$9.36 is the S.S. for \$160.00 to \$160.09						
\$9.37 is the S.S. for \$160.10 to \$160.26						
\$9.38 is the S.S. for \$160.27 to \$160.43						

3. ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩

The numbers in the circles indicate the dependents.

4. Look at ②

Run your finger across from \$160.00 until you get to the 2.

\$160.00 9.36.....21.80
 16.20
 4.80

\$21.80 is the Federal tax for single people with 2 dependents making \$160.00

\$16.20 is the Federal tax for married people with dependents making \$160.00.

\$4.80 is the State tax for everyone with 2 dependents making \$160.00

*The tax scale being used here is New York's. New Jersey has a state income tax so it will be very similar. The reason why the figures were not on handout 2 is that the Jersey tax will differ.

5. If you feel it would be too difficult to go from Handout 2 to the tax chart, use a handout showing the above information in parts.

2. Politicians (Handout #4)

Because the subject of politics provokes strong discussion, the structure is de-emphasized. It will give the students the opportunity to express their feelings about politicians they know or leaders in their own countries who promised things but didn't deliver. Handout #4 would be used as a follow up to introductory work on the target structure.

Note: If, in connection with Handout #4, you want students to practice saying, "If..., I'll...." it will be necessary to ask them to role play a politician. If not, the structure would be, "He said he would lower the unemployment rate," etc., which involves far more complicated use of grammar.

In addition to the future conditional, Handout #4 includes simple present, simple past and adverbs of frequency, providing opportunities for review of these structures.

3. Post Office (Handouts #5-9)

The dialogue on Handout 5 can be used as an introduction to using postal services. The post office has charts indicating postage rates, but they vary from area to area. You might want to visit your local post office and pick up a chart for your area.

There are many ways to use postal rate charts in practicing the future conditional:

If you want to insure a package for \$100, it will cost 80¢.

If your package weighs 10 pounds, it will cost _____ to send it to _____.

Note: CAN and SHOULD can be used in place of "will," greatly increasing the kinds of things students can say:

If you are mailing something valuable, you should insure or register it.

If you want a money order, you can get one at the post office.

HANDOUT #1

John Smith works in a supermarket. He is head checker and makes four dollars an hour. He gets time and a half for anything over forty hours. His gross salary varies from week to week because he often works overtime.

1. What is John's gross salary for a forty hour week?

_____ hours X \$ _____ = \$ _____

2. If John works forty-five hours, what will his gross salary be?

3. If John works forty-seven hours, what will his gross salary be?

4. What will John's gross salary be if he works fifty hours?

HANDOUT #2

John is married and has a two year old daughter. On his W-4 Form he claimed two dependents. Last week he worked forty-seven hours. His gross salary was _____.

Look at the chart below.

Hours	Gross Pay	S.S.	FEDERAL	STATE		Net Pay
40						
45						
50						
55						

1. If John works 40 hours, what will his take-home pay be?

2. If John works 45 hours, what will his take-home pay be?

3. If John works 50 hours, what will his take-home pay be?

4. If John works 55 hours, what will his take-home pay be?

Pay
WAGE

SOCIAL SECURITY

DEPENDENTS FEDERAL STATE

WAGE	TAX	6	TAX	6	TAX	6	TAX	6	TAX	6	TAX	6	TAX	0	1	2	3	4	5	6	7	8	9	10	NYS	N.Y.C.
160.00	8.78	.18	8.79	.35	8.80	.52	8.81	.69	8.82	.86	8.83	.1	8.89	25.50	22.20	18.90	15.70	12.80	9.90	7.00	4.60	2.30	.00	.00	RRRRR	RRRRR
161.00	8.83	.03	8.84	.20	8.85	.37	8.86	.54	8.87	.71	8.88	.91	8.89	19.90	17.10	14.20	11.30	8.40	5.90	3.50	1.00	.00	.00	.00	RRRRR	RRRRR
162.00	8.89	.06	8.90	.23	8.91	.40	8.92	.57	8.93	.74	8.94	.91	8.95												RRRRR	RRRRR
163.00	8.95	.08	8.96	.25	8.97	.42	8.98	.60	8.99	.77	9.00	.94	9.01												RRRRR	RRRRR
164.00	9.01	.11	9.02	.28	9.03	.45	9.04	.62	9.05	.79	9.06	.96	9.07												RRRRR	RRRRR
165.00	9.07	.13	9.08	.30	9.09	.48	9.10	.66	9.11	.82	9.12	.99	9.13	5.70	5.00	4.30	3.70	3.10	2.60	2.10	1.50	1.20	.80	.40	RRRRR	RRRRR
166.00	9.13	.16	9.14	.33	9.15	.50	9.16	.67	9.17	.84	9.18														RRRRR	RRRRR
167.00	9.18	.01	9.19	.18	9.20	.36	9.21	.53	9.22	.70	9.23	.87	9.24												RRRRR	RRRRR
168.00	9.24	.04	9.25	.21	9.26	.38	9.27	.55	9.28	.72	9.29	.89	9.30												RRRRR	RRRRR
169.00	9.30	.06	9.31	.24	9.32	.41	9.33	.58	9.34	.75	9.35	.92	9.36	2.10	1.85	1.65	1.45	1.30	1.10	.95	.80	.60	.50	.35	RRRRR	RRRRR
170.00	9.36	.09	9.37	.26	9.38	.43	9.39	.60	9.40	.77	9.41	.95	9.42	27.80	24.50	21.20	17.80	14.80	11.90	9.00	6.20	3.90	1.80	.00	RRRRR	RRRRR
171.00	9.42	.12	9.43	.29	9.44	.46	9.45	.63	9.46	.80	9.47	.97	9.48	21.90	19.10	16.20	13.30	10.40	7.60	5.20	2.70	.30	.00	.00	RRRRR	RRRRR
172.00	9.48	.14	9.49	.31	9.50	.48	9.51	.65	9.52	.83	9.53														RRRRR	RRRRR
173.00	9.54	.17	9.55	.34	9.56	.51	9.57	.68	9.58	.85	9.59														RRRRR	RRRRR
174.00	9.59	.02	9.60	.19	9.61	.36	9.62	.53	9.63	.71	9.64	.88	9.65												RRRRR	RRRRR
175.00	9.65	.05	9.66	.22	9.67	.39	9.68	.56	9.69	.73	9.70	.90	9.71	6.20	5.50	4.80	4.10	3.50	2.90	2.40	1.90	1.40	1.00	.70	RRRRR	RRRRR
176.00	9.71	.07	9.72	.24	9.73	.42	9.74	.59	9.75	.76	9.76	.93	9.77												RRRRR	RRRRR
177.00	9.77	.10	9.78	.27	9.79	.44	9.80	.61	9.81	.78	9.82	.95	9.83												RRRRR	RRRRR
178.00	9.83	.12	9.84	.30	9.85	.47	9.86	.64	9.87	.81	9.88	.98	9.89	2.10	1.85	1.65	1.45	1.30	1.10	.95	.80	.60	.50	.35	RRRRR	RRRRR
179.00	9.89	.15	9.90	.32	9.91	.49	9.92	.66	9.93	.83	9.94														RRRRR	RRRRR
180.00	9.95	.18	9.96	.35	9.97	.52	9.98	.69	9.99	.86	10.00			30.10	26.80	23.50	20.10	16.80	13.90	11.00	8.10	5.50	3.20	.80	RRRRR	RRRRR
181.00	10.00	.03	10.01	.20	10.02	.37	10.03	.54	10.04	.71	10.05	.88	10.06	23.90	21.10	18.20	15.30	12.40	9.50	6.90	4.40	2.00	.00	.00	RRRRR	RRRRR
182.00	10.06	.06	10.07	.23	10.08	.40	10.09	.57	10.10	.74	10.11	.91	10.12												RRRRR	RRRRR
183.00	10.12	.08	10.13	.25	10.14	.42	10.15	.59	10.16	.77	10.17	.94	10.18												RRRRR	RRRRR
184.00	10.18	.11	10.19	.28	10.20	.45	10.21	.62	10.22	.79	10.23	.96	10.24												RRRRR	RRRRR
185.00	10.24	.13	10.25	.30	10.26	.48	10.27	.65	10.28	.82	10.29	.99	10.30	6.80	6.00	5.20	4.60	3.90	3.30	2.70	2.20	1.70	1.30	.90	RRRRR	RRRRR
186.00	10.30	.16	10.31	.33	10.32	.50	10.33	.67	10.34	.84	10.35			2.40	2.20	2.00	1.80	1.60	1.35	1.20	1.05	.90	.70	.55	RRRRR	RRRRR
187.00	10.35	.01	10.36	.18	10.37	.36	10.38	.53	10.39	.70	10.40	.87	10.41												RRRRR	RRRRR
188.00	10.41	.04	10.42	.21	10.43	.38	10.44	.55	10.45	.72	10.46	.89	10.47												RRRRR	RRRRR
189.00	10.47	.06	10.48	.24	10.49	.41	10.50	.58	10.51	.75	10.52	.92	10.53												RRRRR	RRRRR
190.00	10.53	.09	10.54	.26	10.55	.43	10.56	.60	10.57	.77	10.58	.95	10.59	32.40	29.10	25.80	22.40	19.10	15.90	13.00	10.10	7.20	4.80	2.50	RRRRR	RRRRR
191.00	10.59	.12	10.60	.29	10.61	.46	10.62	.63	10.63	.80	10.64	.97	10.65	25.60	23.10	20.20	17.30	14.40	11.50	8.60	6.10	3.70	1.20	.00	RRRRR	RRRRR
192.00	10.65	.14	10.66	.31	10.67	.48	10.68	.65	10.69	.83	10.70														RRRRR	RRRRR
193.00	10.71	.17	10.72	.34	10.73	.51	10.74	.68	10.75	.85	10.76														RRRRR	RRRRR
194.00	10.76	.02	10.77	.19	10.78	.36	10.79	.53	10.80	.71	10.81	.88	10.82												RRRRR	RRRRR
195.00	10.82	.05	10.83	.22	10.84	.39	10.85	.56	10.86	.73	10.87	.90	10.88	7.30	6.50	5.70	5.00	4.40	3.70	3.10	2.80	2.10	1.60	1.20	RRRRR	RRRRR
196.00	10.88	.07	10.89	.24	10.90	.42	10.91	.59	10.92	.76	10.93	.93	10.94												RRRRR	RRRRR
197.00	10.94	.10	10.95	.27	10.96	.44	10.97	.61	10.98	.78	10.99	.95	11.00												RRRRR	RRRRR
198.00	11.00	.12	11.01	.30	11.02	.47	11.03	.64	11.04	.81	11.05	.98	11.06	2.40	2.20	2.00	1.80	1.60	1.35	1.20	1.05	.90	.70	.55	RRRRR	RRRRR
199.00	11.06	.15	11.07	.32	11.08	.49	11.09	.66	11.10	.83	11.11														RRRRR	RRRRR
200.00	11.12	.18	11.13	.35	11.14	.52	11.15	.69	11.16	.86	11.17	.99	11.23	34.50	31.40	28.10	24.70	21.40	18.10	15.00	12.10	9.20	6.40	4.10	RRRRR	RRRRR
201.00	11.17	.03	11.18	.20	11.19	.37	11.20	.54	11.21	.71	11.22	.88	11.29	27.30	24.80	22.20	19.30	16.40	13.50	10.60	7.80	5.40	2.90	.50	RRRRR	RRRRR
202.00	11.23	.06	11.24	.23	11.25	.40	11.26	.57	11.27	.74	11.28	.91	11.29												RRRRR	RRRRR
203.00	11.29	.08	11.30	.25	11.31	.42	11.32	.59	11.33	.77	11.34	.94	11.35												RRRRR	RRRRR
204.00	11.35	.11	11.36	.28	11.37	.45	11.38	.62	11.39	.79	11.40	.96	11.41												RRRRR	RRRRR
205.00	11.41	.13	11.42	.30	11.43	.48	11.44	.65	11.45	.82	11.46	.99	11.47	7.90	7.00	6.30	5.50	4.80	4.20	3.50	2.90	2.40	1.90	1.40	RRRRR	RRRRR
206.00	11.47	.16	11.48	.33	11.49	.50	11.50	.67	11.51	.84	11.52			2.75	2.55	2.30	2.10	1.90	1.70	1.50	1.30	1.15	1.00	.80	RRRRR	RRRRR
207.00	11.52	.01	11.53	.18	11.54	.36	11.55	.53	11.56	.70	11.57	.87	11.58												RRRRR	RRRRR
208.00	11.58	.04	11.59	.21	11.60	.38	11.61	.55	11.62	.72	11.63	.89	11.64												RRRRR	RRRRR
209.00	11.64	.06	11.65	.24	11.66	.41	11.67	.58	11.68	.75	11.69	.92	11.70												RRRRR	RRRRR
210.00	11.70	.09	11.71	.26	11.72	.43	11.73	.60	11.74	.77	11.75	.95	11.76	38.80	33.50	30.40	27.00	23.70	20.40	17.10	14.10	11.20	8.30	5.70	RRRRR	RRRRR
211.00	11.76	.12	11.77	.29	11.78	.46	11.79	.63	11.80	.80	11.81	.97	11.82	29.00	26.50	24.10	21.30	18.40	15.50	12.60	9.80	7.10	4.60	2.20	RRRRR	RRRRR
212.00	11.82	.14	11.83	.31	11.84	.48	11.85	.65	11.86	.83	11.87														RRRRR	RRRRR
213.00	11.88	.17	11.89	.34	11.90	.51	11.91	.68	11.92	.85	11.93														RRRRR	RRRRR
214.00	11.93	.02	11.94	.19	11.95	.36	11.96	.53	11.97	.71	11.98	.88	11.99												RRRRR	RRRRR
215.00	11.99	.05	12.00	.22	12.01	.39	12.02	.56	12.03	.73	12.04	.90	12.05	8.50	7.60	6.80	6.00	5.30	4.60	4.00	3.30	2.80	2.30	1.70	RRRRR	RRRRR
216.00	12.05	.07	12.06	.24	12.07	.42	12.08	.59	12.09	.76	12.10	.93	12.11												RRRRR	RRRRR
217.00	12.11	.10	12.12	.27	12.13	.44	12.14	.61	12.15	.78	12.16	.95	12.17												RRRRR	RRRRR
218.00	12.17	.12	12.18	.30	12.19	.47	12.20	.64	12.21	.81	12.22	.98	12.23	2.75	2.55	2.30	2.10	1.90	1.70	1.50	1.30	1.1				

HANDOUT #4

If

Politicians usually make a lot of promises before an election. Sometimes they keep their promises and sometimes they don't. Many people say that politicians will promise anything in order to win.

In the last election both candidates made promises. Jimmy Carter won the election. Do you remember what he promised?

If you vote for me.....I'll lower unemployment.

.....I won't raise taxes

.....I'll stop inflation.

.....I'll make the tax system
fair.

.....the U.S. won't be the first
to use nuclear weapons.

etc.

During the next years the American people will watch Jimmy Carter to see if he keeps his promises.

HANDOUT #5

The Post Office

Peter wants to send a package to his uncle in California. He never sent a parcel before and wasn't sure about the cost. Yesterday he stopped by the Post Office and spoke to a postal clerk.

Peter: I want to send a package to my uncle in California. How much will it cost?

Clerk: How many pounds does it weigh?

Peter: I don't know.

Clerk: Well, is it a big package or small?

Peter: Medium size.

Clerk: Well, if it's two pounds, it'll cost you \$1.48 and if it's 50 pounds, it'll cost you a lot more.

Peter: If I bring the package by tomorrow, will you tell me how much it will cost?

Clerk: Sure---bring it by tomorrow. Why don't you ask someone to help you carry it?

Peter: Oh no ---- It will fit in my book bag.

HANDOUT #6

REGULAR MAIL

FIRST CLASS

Kind of Mail	Rate
All first-class mail weighing 13 ounces or less except postal and post cards.	13¢ for the first ounce or fraction; 11¢ for each additional ounce or fraction.
Over 13 ounces	Priority mail (heavy pieces) rates apply.
Single postal cards sold by the post office	9¢ each.
Double postal cards sold by the post office	18¢ (9¢ each half).
Single post cards	9¢ each.
Double post cards (reply half of double post card does not have to bear postage when originally mailed).	18¢ (9¢ each half).
Presort rate	Consult Postmaster
Business reply mail	Consult Postmaster

AIRMAIL

Weight	Kind of Mail	Rate
10 ounces or less	Air postal or post cards	14¢ each
	Letters and packages	17¢ for the first ounce or fraction; 15¢ for each additional ounce or fraction.
	See priority mail (heavy pieces) schedule for rates on pieces weighing more than 10 ounces	
	Presort rate	Consult Postmaster
	Business reply mail	Consult Postmaster

SPECIAL SERVICES

Effective July 18, 1976

INSURANCE

For Coverage Against Loss or Damage

Fees (in addition to postage)

Liability	Fee
\$0.01 to \$15	\$0.40
15.01 to 50	.60
50.01 to 100	.80
100.01 to 150	1.00
150.01 to 200	1.20
Liability for insured mail is limited to \$200	
Restricted delivery (Not available for mail insured for \$15 or less)	.60
Return receipts (Not available for mail insured for \$15 or less):	
Requested at time of mailing:	
Showing to whom and when delivered	.25
Showing to whom, when and address where delivered	.45
Requested after mailing:	
Showing to whom and when delivered	.45

COD

Consult Postmaster for fees and conditions of mailing

CERTIFIED MAIL

For Proof of Mailing and Delivery

Fee (in addition to postage)	\$0.60
Restricted delivery	.60
Return receipts:	
Requested at time of mailing:	
Showing to whom and when delivered	.25
Showing to whom, when, and address where delivered	.45
Requested after mailing:	
Showing to whom and when delivered	.45

SPECIAL DELIVERY

(Fees shown are in addition to required postage)

Class of Mail	Weight		
	Not more than 2 pounds	More than 2 pounds but not more than 10 pounds	More than 10 pounds
First class, air and priority mail	\$1.25	\$1.50	\$1.75
All other classes	1.75	1.85	2.15

REGISTRY
For Maximum Protection and Security

Value	Fees (In addition to Postage)	
	For articles not covered by commercial or other insurance	For articles also covered by commercial or other insurance
\$0.00 to \$100.....	\$2.10	\$2.10
\$100.01 to \$200	2.30	2.30
\$200.01 to \$400	2.60	2.60
\$400.01 to \$600	2.90	2.90
\$600.01 to \$800	3.20	3.20
\$800.01 to \$1,000	3.50	3.50
\$1,000.01 to \$2,000	\$3.80	\$3.50 plus handling charge of 25¢ per \$1,000 or fraction over first \$1,000
For higher values - Consult Postmaster		

Additional Services

Registered Delivery	extra fee \$0.60
Return receipts:	
Requested at time of mailing:	
Showing to whom and when delivered	.25
Showing to whom, when, and address where delivered	.45
Requested after mailing:	
Showing to whom and where delivered	.45

SPECIAL HANDLING
Third and Fourth-Class Only
(Fees shown are in addition to required postage)

Weight	Fee
Not more than 2 pounds	\$0.50
More than 2 pounds but not more than 10 pounds	.70
More than 10 pounds	1.00

MONEY ORDERS
For Safe Transmission of Money

Amount of Money Order	Amount of Fee Domestic
\$0.01 to \$10	\$0.50
\$10.01 to \$50	.70
\$50.01 to \$300.00	.90

HANDOUT #2
Page 14

PRIORITY MAIL (HEAVY PIECES)

Weight over 10 oz. but not exceeding (pounds)	ZONES					
	Local 1, 2 & 3	4	5	6	7	8
1-----	\$1.56	\$1.58	\$1.60	\$1.62	\$1.64	\$1.67
1.5----	1.73	1.77	1.84	1.90	1.97	2.07
2.0----	1.89	1.94	2.07	2.18	2.39	2.46
2.5----	2.05	2.15	2.29	2.43	2.59	2.78
3.0----	2.21	2.33	2.50	2.68	2.88	3.09
3.5----	2.37	2.51	2.70	2.91	3.15	3.38
4.0----	2.53	2.69	2.90	3.14	3.41	3.67
4.5----	2.68	2.86	3.09	3.35	3.63	3.94
5.0----	2.83	3.03	3.27	3.56	3.88	4.28
6-----	3.13	3.37	3.64	3.98	4.35	4.73
7-----	3.43	3.71	4.01	4.40	4.83	5.24
8-----	3.73	4.05	4.38	4.83	5.29	5.76
9-----	4.03	4.39	4.75	5.24	5.76	6.28
10-----	4.33	4.73	5.13	5.66	6.23	6.80
11-----	4.63	5.07	5.49	6.08	6.70	7.33
12-----	4.93	5.41	5.86	6.50	7.17	7.84
13-----	5.23	5.75	6.23	6.92	7.64	8.36
14-----	5.53	6.09	6.60	7.34	8.11	8.88
15-----	5.83	6.43	6.97	7.76	8.58	9.40
16-----	6.13	6.77	7.34	8.18	9.05	9.92
17-----	6.43	7.11	7.71	8.60	9.52	10.44
18-----	6.73	7.45	8.08	9.02	9.99	10.96
19-----	7.03	7.79	8.45	9.44	10.46	11.48
20-----	7.33	8.13	8.82	9.86	10.93	12.00
21-----	7.63	8.47	9.19	10.28	11.40	12.52
22-----	7.93	8.81	9.56	10.70	11.87	13.04
23-----	8.23	9.15	9.93	11.13	12.34	13.56
24-----	8.53	9.49	10.30	11.54	12.81	14.08
25-----	8.83	9.83	10.67	11.96	13.28	14.60
26-----	9.13	10.17	11.04	12.38	13.75	15.12
27-----	9.43	10.51	11.41	12.80	14.22	15.64
28-----	9.73	10.85	11.78	13.22	14.69	16.16
29-----	10.03	11.19	12.15	13.64	15.16	16.68
30-----	10.33	11.53	12.52	14.06	15.63	17.20
31-----	10.63	11.87	12.89	14.48	16.10	17.72
32-----	10.93	12.21	13.26	14.90	16.57	18.24
33-----	11.23	12.55	13.63	15.32	17.04	18.76
34-----	11.53	12.89	14.00	15.74	17.51	19.28
35-----	11.83	13.23	14.37	16.16	17.98	19.80
36-----	12.13	13.57	14.74	16.58	18.45	20.32
37-----	12.43	13.91	15.11	17.00	18.92	20.84
38-----	12.73	14.25	15.48	17.42	19.39	21.36
39-----	13.03	14.59	15.85	17.84	19.86	21.88
40-----	13.33	14.93	16.22	18.26	20.33	22.40
41-----	13.63	15.27	16.59	18.68	20.80	22.92
42-----	13.93	15.61	16.96	19.10	21.27	23.44
43-----	14.23	15.95	17.33	19.52	21.74	23.96
44-----	14.53	16.29	17.70	19.94	22.21	24.48
45-----	14.83	16.63	18.07	20.36	22.68	25.00
46-----	15.13	16.97	18.44	20.78	23.15	25.52
47-----	15.43	17.31	18.81	21.20	23.62	26.04
48-----	15.73	17.65	19.18	21.62	24.09	26.56
49-----	16.03	17.99	19.55	22.04	24.56	27.08
50-----	16.33	18.33	19.92	22.46	25.03	27.60
51-----	16.63	18.67	20.29	22.88	25.50	28.12
52-----	16.93	19.01	20.66	23.30	25.97	28.64
53-----	17.23	19.35	21.03	23.72	26.44	29.16
54-----	17.53	19.69	21.40	24.14	26.91	29.68
55-----	17.83	20.03	21.77	24.56	27.38	30.20
56-----	18.13	20.37	22.14	24.98	27.85	30.72
57-----	18.43	20.71	22.51	25.40	28.32	31.24
58-----	18.73	21.05	22.88	25.82	28.79	31.76
59-----	19.03	21.39	23.25	26.24	29.26	32.28
60-----	19.33	21.73	23.62	26.66	29.73	32.80
61-----	19.63	22.07	23.99	27.08	30.20	33.32
62-----	19.93	22.41	24.36	27.50	30.67	33.84
63-----	20.23	22.75	24.73	27.92	31.14	34.36
64-----	20.53	23.09	25.10	28.34	31.61	34.88
65-----	20.83	23.43	25.47	28.76	32.08	35.40
66-----	21.13	23.77	25.84	29.18	32.55	35.92
67-----	21.43	24.11	26.21	29.60	33.02	36.44
68-----	21.73	24.45	26.58	30.02	33.49	36.96
69-----	22.03	24.79	26.95	30.44	33.96	37.48
70-----	22.33	25.13	27.32	30.86	34.43	38.00

Exception: Parcels weighing less than 15 pounds, and measuring over 64 inches but not exceeding 100 inches in length and girth combined, are chargeable with a minimum rate equal to that for a 15-pound parcel for the zone to which addressed.

Weight 1 pound and not exceeding (pounds)	ZONES							
	Local	1 and 2	3	4	5	6	7	8
2-----	\$0.77	\$0.90	\$0.93	\$1.04	\$1.15	\$1.28	\$1.40	\$1.48
3-----	.82	.97	1.02	1.15	1.29	1.46	1.62	1.74
4-----	.86	1.04	1.10	1.25	1.42	1.63	1.84	2.00
5-----	.91	1.11	1.19	1.36	1.56	1.81	2.06	2.26
6-----	.95	1.18	1.27	1.46	1.69	1.98	2.28	2.52
7-----	1.00	1.25	1.36	1.57	1.83	2.16	2.50	2.78
8-----	1.04	1.32	1.44	1.67	1.96	2.33	2.72	3.04
9-----	1.09	1.39	1.53	1.78	2.10	2.51	2.94	3.30
10-----	1.13	1.46	1.61	1.88	2.23	2.68	3.16	3.56
11-----	1.18	1.53	1.70	1.99	2.37	2.86	3.38	3.82
12-----	1.22	1.60	1.78	2.09	2.50	3.03	3.60	4.08
13-----	1.27	1.67	1.87	2.20	2.64	3.21	3.82	4.34
14-----	1.31	1.74	1.95	2.30	2.77	3.38	4.04	4.60
15-----	1.36	1.81	2.04	2.41	2.91	3.56	4.26	4.86
16-----	1.40	1.88	2.12	2.51	3.04	3.73	4.48	5.13
17-----	1.45	1.95	2.21	2.62	3.18	3.91	4.70	5.38
18-----	1.49	2.02	2.29	2.72	3.31	4.08	4.92	5.64
19-----	1.54	2.09	2.38	2.83	3.45	4.26	5.14	5.90
20-----	1.58	2.16	2.46	2.93	3.58	4.43	5.36	6.16
21-----	1.63	2.23	2.55	3.04	3.72	4.61	5.58	6.42
22-----	1.67	2.30	2.63	3.14	3.85	4.78	5.80	6.68
23-----	1.72	2.37	2.72	3.25	3.99	4.96	6.02	6.94
24-----	1.76	2.44	2.80	3.35	4.12	5.13	6.24	7.20
25-----	1.81	2.51	2.89	3.46	4.26	5.31	6.46	7.46
26-----	1.85	2.58	2.97	3.56	4.39	5.48	6.68	7.72
27-----	1.90	2.65	3.06	3.67	4.53	5.66	6.90	7.98
28-----	1.94	2.72	3.14	3.77	4.66	5.83	7.12	8.24
29-----	1.99	2.79	3.23	3.88	4.80	6.01	7.34	8.50
30-----	2.03	2.86	3.31	3.98	4.93	6.18	7.56	8.76
31-----	2.08	2.93	3.40	4.09	5.07	6.36	7.78	9.02
32-----	2.12	3.00	3.48	4.19	5.20	6.53	8.00	9.28
33-----	2.17	3.07	3.57	4.30	5.34	6.71	8.22	9.54
34-----	2.21	3.14	3.65	4.40	5.47	6.88	8.44	9.80
35-----	2.26	3.21	3.74	4.51	5.61	7.06	8.66	10.06
36-----	2.30	3.28	3.82	4.61	5.74	7.23	8.88	10.32
37-----	2.35	3.35	3.91	4.72	5.88	7.41	9.10	10.58
38-----	2.39	3.42	3.99	4.82	6.01	7.58	9.32	10.84
39-----	2.44	3.49	4.08	4.93	6.15	7.76	9.54	11.10
40-----	2.48	3.56	4.16	5.03	6.28	7.93	9.76	11.36
41-----	2.53	3.63	4.25	5.14	6.42	8.11	9.98	11.62
42-----	2.57	3.70	4.33	5.24	6.55	8.28	10.20	11.88
43-----	2.62	3.77	4.42	5.35	6.69	8.46	10.42	12.14
44-----	2.66	3.84	4.50	5.45	6.82	8.63	10.64	12.40
45-----	2.71	3.91	4.59	5.56	6.96	8.81	10.86	12.66
46-----	2.75	3.98	4.67	5.66	7.09	8.98	11.08	12.92
47-----	2.80	4.05	4.76	5.77	7.23	9.16	11.30	13.18
48-----	2.84	4.12	4.84	5.87	7.36	9.33	11.52	13.44
49-----	2.89	4.19	4.93	5.98	7.50	9.51	11.74	13.70
50-----	2.93	4.26	5.01	6.08	7.63	9.68	11.96	13.96
51-----	2.98	4.33	5.10	6.19	7.77	9.86	12.18	14.22
52-----	3.02	4.40	5.18	6.29	7.90	10.03	12.40	14.48
53-----	3.07	4.47	5.27	6.40	8.04	10.21	12.62	14.74
54-----	3.11	4.54	5.35	6.50	8.17	10.38	12.84	15.00
55-----	3.16	4.61	5.44	6.61	8.31	10.56	13.06	15.26
56-----	3.20	4.68	5.52	6.71	8.44	10.73	13.28	15.52
57-----	3.25	4.75	5.61	6.82	8.58	10.91	13.50	15.78
58-----	3.29	4.82	5.69	6.92	8.71	11.08	13.72	16.04
59-----	3.34	4.89	5.78	7.03	8.85	11.26	13.94	16.30
60-----	3.38	4.96	5.86	7.13	8.98	11.43	14.16	16.56
61-----	3.43	5.03	5.95	7.24	9.12	11.61	14.38	16.82
62-----	3.47	5.10	6.03	7.34	9.25	11.78	14.60	17.08
63-----	3.52	5.17	6.12	7.45	9.39	11.96	14.82	17.34
64-----	3.56	5.24	6.20	7.55	9.52	12.13	15.04	17.60
65-----	3.61	5.31	6.29	7.66	9.66	12.31	15.26	17.86
66-----	3.65	5.38	6.37	7.76	9.79	12.48	15.48	18.12
67-----	3.70	5.45	6.46	7.87	9.93	12.66	15.70	18.38
68-----	3.74	5.52	6.54	7.97	10.06	12.83	15.92	18.64
69-----	3.79	5.59	6.63	8.08	10.20	13.01	16.14	18.90
70-----	3.83	5.66	6.71	8.18	10.33	13.18	16.36	19.16

Reported Statements and Questions/Job Interviews

A Model Lesson in ESL and Coping Skills

By Susan C. Lanzano and Michael R. Lanzano
(principal writers)

with Jean W. Bodman
Kathy Durnin

FOR THE TEACHER

Structural Focus: reported statements and questions
(Oral Skills Syllabus entries 3.5 and 3.6)

Coping Skills Area: job interviews

General information (for linguistic information, see description
of Parts 2-6)

This unit is divided into 11 parts, five of which are devoted to explanation and practice of the target structure (Parts 2-6); and six of which are designed to help students become more aware of the verbal and non-verbal behaviors that make job interviews in the United States successful. It is hoped that in talking about job interviews (Parts 6-11), students will have a natural opportunity to use the target structures spontaneously.

It is suggested that whenever possible you have students work on the activities in small groups. Encourage students to check each other's work before you check it and to ask you for help only when they lack necessary information or are unable to come to an understanding.

Information on specific parts

Before having students read the dialogue, preview words you think they might not know.

vocabulary:

Some of the following expressions may be unknown:

count on (someone)	interview (n. and v.)
give (someone) a try	excuses
part time	benefits (job)
rough (speech, behavior)	sick leave
proud	hospitalization

suggestions

Let students read the dialogue silently.

optional: If you wish, have students read the dialogue aloud after silent reading. If students need practice making inferences, you might ask them to provide the lines said by the mother's friend on the (unheard) other end of the phone.

FOR THE TEACHER

Parts 2-6

For your reference, see Oral Skills Syllabus entries 1.54, 2.16, 2.17, 2.18, 3.5 and 3.6.

It is assumed that students have already learned how to form reported commands (entry 1.54), know how to embed statements and questions (2.16-.18) and are familiar with all the tenses and modal auxiliaries represented in the exercises in this unit.

Part	Linguistic Content
2 (Explanation I)	reported statements without pronoun change *tense changes: simple present to simple past (isn't wasn't) (don't didn't)
3 (Explanation II)	reported statements with pronoun change tense changes: simple present to simple past present perfect to past perfect will to would
4 (Explanation III)	reported Wh/questions without pronoun change tense changes: simple present to simple past inversion of question to statement
5 (Explanation IV)	reported Yes/No questions with pronoun change tense changes: simple present to simple past can to could

* Note: In spoken English, many people do not practice the "backshifting" of tense involved in these exercises. You might mention this to students.

Practice sentences in Parts 2-5 have been limited to examples relating to the initial dialogues as it is felt that learning is enhanced by this kind of contextualization. If your students need further controlled practice with the tenses presented or with others which have not been presented, you might elicit statements and questions from them and then have them transform them to reported speech.

No explanation about the punctuation involved in direct quotations has been given since the emphasis has been on the reporting of direct quotations; and it is hoped that students will not be asked to concentrate on punctuation before they have gained some facility with the structures involved in reporting speech.

Part 6

Students may need information regarding the words that can introduce reported speech and the linguistic peculiarities of these words.

eg. Bob explained to me that...
 Bob told me that...

(For reference, see Oral Skills Syllabus, entry 3.8)

Part 7

Have students support their answers with references from the dialogue.

vocabulary: impress

Note: The word impress has cognates in Latin languages which carry different associations from the very positive ones the English word has.

Part 8

vocabulary: eye contact non-verbal communication
 posture physical appearance

suggestion: If students become interested in non-verbal communication, you might ask them to look at questions #2 and 3 of Part 8 again after reading the dialogue about Fred (Part 9) and to contrast John and Fred's non verbal behavior--as they imagine them to be.

Part 9

Let students read the dialogue silently. Then, move to discussion questions (Part 10).

Optional:

Students compare John's interview with Fred's (verbal and/or non-verbal behavior).

role play the dialogue

vocabulary: kid (as in "Look, kid. I'm busy.")

Part 10

Have students support their answers with excerpts from the dialogue.

Part 11

While the students are listening to others role playing interviews, they could be asked to think about the "characteristics of good job interviews" they identified, which might include such considerations as the following:

Does the applicant sound polite?
 " " " " interested in the job?
 " " " " capable?
 etc.

PART I

Mother: Well, what happened? What did he say?

John: A lot of things. I can't remember them all.

Mother: Try. It's not every day that a young man interviews for his first job.

John: Aw Ma, come on. It's only part time in a supermarket.

Mother: Still. It's important.

John: First he said....

Mother: Who is "he"?

John: The manager.

Mother: Ok. Go on.

John: First he said, "Young man, if you think that a part time job in a supermarket is a joke, it isn't. We pay you a salary to do a job. We count on you to be here when we need you; and no excuses. Now, you look like a good kid, and your mother has been a customer here for years, so I'll give you a try. Any questions?"

Mother: What did you say?

John: I said, "Yes...sir. Uh, how much do I get paid?" Then he said, "Good question, \$2.10 an hour. Part time employees don't get any benefits."

So I asked, "What are benefits?" And the manager said, "Sick leave, vacation and hospitalization. But you don't get them."

So I said, "O.K...when do I start?" He said, "Start Monday at 4:30." That's all.

Mother: Wonderful. I'm so proud of you.

John: Ma, please.

(.....Later in the afternoon on the phone)

Mother: Johnny got a job, a part time job, today. The manager was real rough with him too.

.....

You're right. I guess. You have to talk roughly with the kids nowadays. Anyway, the manager said that if Johnny thought that a part-time job in a supermarket was a joke, it wasn't. He said that they paid him a salary to do a job. And that they counted on him to be there when they needed him; and no excuses. Then he told Johnny that he looked like a good kid and that I had been a customer there for years, so he would give him a try.

When the manager asked Johnny if he had any questions, Johnny asked him how much he got paid. (Isn't that cute.)

The manager said that he would get \$2.10 an hour and that part-time employees didn't get any benefits. Johnny asked the manager what "benefits" were, (isn't that marvellous) so the manager told him.

Then Johnny asked the manager when he started. The manager told him to come in on Monday at 4:30 p.m.

I'm so happy for Johnny. Maybe it will teach him to respect money a little more.

.....

Yes, yes. I think all kids are like that these days. It's really true. You don't appreciate things until you have to go out and work for them.

PART 2

Explanation I

Compare these sentences:

- A) (Manager to John) The manager said, "Working in a supermarket isn't a joke."
 B) (John to his mother) "The manager said that working in a supermarket wasn't a joke."

Sentence A shows the manager's exact words. Sentence B shows how John tells his mother what the manager said.

Sentence A is called DIRECT SPEECH.
 Sentence B is called REPORTED SPEECH.

- Look at sentences A and B and underline the words that are different.
- What happens to the word "isn't" (in direct speech) when it is put into reported speech?

Sentence A isn't

Sentence B _____

- There is an extra word in sentence B. What is it? _____

Note: It is correct to introduce reported statements with "that."
 In speech, however, "that" is often omitted.

In the exercises which follow, use "that" to get practice with it.

Exercise I

Change the following statements from direct to reported speech.

- (John to his mother) "It's only part time in a supermarket."
 (Mother to friend) "John said _____."
- (Manager to John) "Part time employees don't get any benefits."
 (John to Mother) "The manager _____."

PART 3

Explanation II

Compare these sentences:

- A) (John to Bob) "I have a new job."
 B) (Bob to Sam) "John said that he had a new job."

Underline the words in A which are different from those in B.

Note: "I" in sentence A becomes "he" in sentence B since the speaker (Bob) is not talking about himself, but about John.

When the speaker is different, all pronouns referring to the speaker and listener change in reported speech. Words like "here," "there," "this," and "that" also change, since they depend on the position of the person speaking.

Exercise II

Change the following statements from direct to reported speech.

DIRECT (Manager to John)

REPORTED (John to his mother)

1. You look like a good kid.

1. The manager said _____

2. I'll give you a try.

2. _____

3. Your mother has been a customer for years.

3. _____

4. We count on you to be here on time.

4. _____

PART 4

Explanation III

The sentences you have practiced changing so far are all STATEMENTS.

When QUESTIONS are changed to reported speech, the rules are a little different.

Look at the following example:

Part 1

Part 2

A (John to Manager) John asked the manager, "What are benefits?"

B (John to Mother) "I asked the manager what benefits were."

Look at part 2. What is different? _____

Exercise III

Change the following questions to reported speech:

Remember: In changing questions with "do," "does" and "did," to statements, the verb changes.

(Example: question -- Did John get the job?
statement -- John got the job.)

DIRECT (John to Manager)

REPORTED (John to his mother)

1. What is hospitalization?

1. I asked the manager _____

2. When do I start?

2. _____

3. How much do I get paid?

3. _____

PART 5

Explanation IV

The questions you have practiced are WH/questions. (They begin with words like "When" and "What.")

Yes/No questions (questions which you can answer "yes" or "no" to) are a little different in reported speech.

Look at the following example:

(Bob to John) "Is the job full time?"

Bob asked John if the job was full time.

What word is used to introduce the reported question? _____

Note: In most cases, "if" is used to introduce a reported Yes/No question. However, in formal speech or writing, "whether" is used.

Exercise IV

Change the following questions to reported speech. Use "if" to introduce the reported question.

DIRECT (Manager to John)

REPORTED (John to his mother)

1. Do you want to know about benefits?

1. _____

2. Are you willing to work hard?

2. _____

3. Do you have any questions?

3. _____

4. Can you work on Saturdays?

4. _____

1. Sit with one or two other students. Talk for a few minutes about anything you want to. Then, write down your conversation in reported speech.

- 100

PART 7

Reread the conversation between John and his mother.

Discussion

1. Why did John get the job?
2. What can you say about John?
 - a) Do you like him? Why or why not?
 - b) Did he impress you?
 - c) Do you think John will be successful as an adult in getting the jobs he wants? If so, why?

PART 8

Non-verbal communication

1. When you see two American men talking on the street, what do you notice about the way they stand and talk?

- a) How far apart do they stand?
- b) Do they have eye contact?
- c) How do they stand?

These observations are important. Every language has special rules for non-verbal communication. It's not enough to be able to speak English. You also have to learn something about the "unwritten" system of body movement, which is different from language to language.

2. Try to picture in your mind what the interview between John and the manager looked like. Think about these things:

- a) distance between John and the manager
- b) eye contact
- c) John's posture
- d) John's physical appearance (clothing, hair, etc.)
- e) John's voice

3. After thinking and talking about this, choose two students to act out the interview.

PART 9

Fred: I heard (that) you had a part-time job after school.

Manager: Yeah. Are you interested?

Fred: Yeah.

Manager: If you think that a part-time job in a supermarket is a joke, it isn't. We pay you a salary to do a job. We count on you to be here when we need you, and no excuses.

Fred: Yeah. What if I have to go somewhere?

Manager: That's your problem.

Fred: When do you want me to start?

Manager: You didn't get the job yet.

Fred: How much do I get an hour?

Manager: \$2.10 an hour and no benefits.

Fred: The A & P pays \$2.25.

Manager: Then go to the A & P.

Fred: This place is closer to my house.

Manager: Look kid, I'm busy. Put your name and telephone number on this card. I'll call you if I need you.

PART 10

Discussion

What do you think?

1. Did Fred get the job?
2. Do you like Fred? Why or why not?
3. Does the manager like Fred? Why or why not?
4. Would you hire Fred? Why or why not?
5. What would you tell Fred to do differently on his next job interview?

Your experience

Have you ever had an interview for a job that you wanted but didn't get?

1. Try to remember what happened--what you said and did and what the interviewer said and did, and describe it to the students in your group.
2. Then, with the members of your group, discuss ways in which you could have made the interview better.

3. What are the characteristics of a good job interview?

4. Imagine you are looking for a particular job. What kind of job would it be?

What are the requirements for this job?

5. With the other members of your group, plan an interview for this job.
6. When you are ready, choose one person to play the role of the interviewer, and role play the interview with him or her. Let some other students listen to the interview.
7. After the interview is finished, tell the other students what you thought about it; and let them tell you what they thought about it.

Should/Weight Loss and Nutrition
A Model Lesson in ESL and Coping Skills

By Susan C. Lanzano
(principal writer)

With Jean W. Bodman
Kathy Durnin
Michael R. Lanzano

FOR THE TEACHER

Structural Focus: should (Oral Skills Syllabus entry 1.39)
Coping Skills Areas: weight loss and nutrition

General linguistic information

The central linguistic focus of this unit is "should," and the coping skills areas dealt with include nutrition and weight loss. These areas necessarily involve linguistic structures of measurement. Some of the items which students will need to know are:

pronunciation of fractions and mixed numbers

abbreviations and symbols for measurement of height, weight and volume (5'4"; 180 lbs.; 3 oz.; 1 T; $\frac{1}{2}$ C; 10 mg., etc.)

Structures reviewed in this unit include:

	<u>Oral Skills Syllabus entry</u>
count nouns	1.25
mass nouns	1.26
can	1.27
quantitative expressions	1.35

Sections in the Syllabus which may be useful for your reference include modules on:

measurement	Module #17
buying	Module #22
saying groups of numbers	Module #23

Exercises have not been specifically designed to review comparatives and "there is/are." However, if your students need a review of these structures, the tables included in this unit ("Calorie Counter" and "Sources of Protein and Calcium") provide a natural opportunity to do so.

Information on specific parts

This unit consists of eight parts, each of which has been designed to occupy approximately half an hour of class time. Actual time spent will, of course, depend on student interest. Practice with "should" or "shouldn't" is afforded in every part, either implicitly, as in Part 1, or explicitly. Most of the parts involve pronunciation of whole and mixed numbers and familiarity with expressions of measurement.

Linguistic notes other than the above and suggestions for implementing each part of the unit follow:

PART I

vocabulary: names of foods
"nutritional value"

PART II

vocabulary:	(have) cravings	old-fashioned (person)	avoid
	(be under) stress	refined (flour)	stay away from
	clinic	non-fattening	snack (v.)

Note: It is advisable to preview these and any other new words with your students before having them read the dialogue. Whenever possible, present new words through a few well-contextualized examples.

suggestions: Give the students an idea of what the dialogue is about: Bertha is overweight and is going to the doctor for help. Or better, tell them she is going to the doctor and ask them why she might be doing this. (Having read her daily menu, they might have a good idea!)

Let the students read the dialogue silently. Then allow time for them to ask questions about anything they don't understand.

At this point, you may wish to have students read the dialogue aloud; if not, proceed to Part III (Discussion questions).

PART III

structure: mass and count nouns ("How much weight?" vs. "How many pounds?")
contrast "weigh" (v.) and "weight" (n.)

vocabulary: lose weight

PART IV

vocabulary: diet pills, health spas (explained in Part V)

PART V

structure: review of simple past tense

vocabulary: resort (n.) schedule (n.) tranquilizers depressed

PART VI

structure: "can" as the opposite of "shouldn't"
Note: The opposite of shouldn't is not always should. In some cases it is can or could. Help students to understand the differences in meaning between should and can and allow them to use whichever is appropriate.

See Parts VI, VII and VIII below.

PART VI, VII AND VIII

structure: quantitative expressions (In Syllabus, see Entry 1.35 and module on Buying #22)

"a little bread"

"a lot of fish"

"no candy at all" / "not...any candy at all"

"_____ of _____"

slice bread

cup coffee

quart milk

"half a cup of cottage cheese"

vocabulary: names of foods

ways of preparing foods (baked, roasted, broiled, boiled, fried, cooked, raw, salted, steamed, canned)

a slice a piece

other skills: using tables
addition

suggestions: After students write the information required in these parts, let them read the information orally.

Example: (Part VII)
(written on worksheet) _____

(oral rendition) "An 8 year old child should have
fifty two grams of protein a day."

General suggestions

Tables indicating the caloric, protein and calcium content of certain foods have been provided. You may want to supplement these with additional materials, depending on the interests of your students. (Calorie counters are commercially available for 35¢.)

All of the activities in this unit are suitable for small group work. You may choose to have students do all or selected tasks in small groups and have the groups report to the whole class at appropriate intervals.

Exercises have been designed to be informative and thought-provoking as well as to provide opportunities for practice of targeted structures. It is hoped that some of the exercises will also elicit spontaneous discussion among students in which they may--but may not, and that's OK too--use the targeted structures.

Bertha is 24 years old. This is an example of what she eats during the day:

breakfast: Tang (orange drink)
2 fried eggs
2 slices of toast with butter
coffee with sugar and milk
a donut

10:00 coffee
3 chocolate chip cookies

lunch: tuna sandwich on white bread with mayonnaise
canned spaghetti with meat sauce
Coca cola
chocolate cake

3:00 frankfurter on roll
potato chips
Seven-up

5:00 peanuts (about half a cup)
beer

dinner: roast chicken
French fried potatoes with ketchup
corn
lettuce and tomato salad with Italian dressing
cottage cheese ($\frac{1}{2}$ C, creamed)
beer
chocolate ice cream

9:30 chocolate cupcake (Hostess Twinkies)
milk
an apple

Bertha eats a lot of "junk," (foods without nutritional value) like donuts and soda.

What are some other "junk foods" on her menu? _____

Can you think of some other "junk foods?" _____

- Bertha: Good morning, Doctor Graham.
- Doctor: Good morning, Bertha. What can I do for you? What seems to be the problem?
- Bertha: Well, doctor, I gained 5 lbs. last month and 5 the month before. I don't want to get fat but I can't stop eating.
- Doctor: Of course, it could be any number of things, but if you can't stop eating that sounds like a good reason to gain weight.
- Bertha: Can't you give me some diet pills?
- Doctor: Just a minute. I'm the doctor. Do you have cravings? You know pickles, ice cream..etc.
- Bertha: No, no, nothing like that. I eat anything, usually junk, all day long. I just can't stop.
- Doctor: Are you under stress or nervous?
- Bertha: Yes, all the time. From the minute I get up to the time I fall asleep.
- Doctor: Look, before we run a lot of expensive tests, maybe you should talk to someone about the problems that make you so nervous.
- Bertha: Who?
- Doctor: There are counselors, psychologists or psychiatrists I could recommend. Sometimes talking to a good friend can help.
- Bertha: I know I have problems, and I know I should see a psychiatrist, but my husband is old-fashioned. He doesn't believe in them, and besides, he says we don't have the money. They are very expensive.
- Doctor: Well, of course, that is for you and your husband to decide, but there are clinics where help is either free or very inexpensive. You should think about it.
- Bertha: I will, doctor. I should. I owe it to myself. But can you tell me, anyway, what foods I should avoid.
- Doctor: You should stay away from bread, desserts and all other things made from refined sugar or flour. You should buy only those foods which are non-fattening. Then, when you feel hungry, you should have a grapefruit or some plain yogurt. Especially avoid snacking on junk in between meals.
- Bertha: That doesn't sound too exciting.
- Doctor: Being fat isn't too exciting, either. And it's not good for you.
- Bertha: You're right.
- Doctor: Again, it's none of my business, of course, but you really should think about getting help with the real problems.
- Bertha: Yes, doctor, you're right. I should.

Discussion

1. What do you think about Bertha?
2. What do you think her real problems are?
3. Do you think she should go to a psychiatrist?
4. Do you think she is going to go? Why or why not?
5. It's very difficult for Bertha to stop eating. She is very nervous and is only happy when she is putting things into her mouth. Why do you think she is so nervous?
6. One of her friends says she should smoke instead of eating. What do you think?
7. Bertha is 5' 4" and weighs 180 lbs. How much weight should she lose?
8. How many pounds should she try to lose each week?

PART IV

Problem-solving A

Here are some ways that people can lose weight. If you have any other ideas, write them in.

smoke

stop eating completely

take diet pills

go to a health spa

Your ideas: _____

Which of these should Bertha try first? If that doesn't help her, what should she try next? What after that?

PART V

Problem-solving B

Some of Bertha's friends lost weight in the following ways:

Health Spas

Floretta went to a resort for fat people. She stayed for 2½ weeks and paid \$125. per week. During that time, she had no food, only water, and she lost 22 pounds.

Behavior Modification

Eugene ate all the time, but most of the time, he wasn't sitting at the table. He ate standing in front of the refrigerator or walking around the kitchen. He had snacks while he worked at his desk, and he ate a lot in front of the TV.

Then, he decided to change his habits to try to lose weight. He started by keeping a schedule of when he got hungry and keeping lists of everything he ate. Then, he made some rules for himself: Have only three meals a day; eat only at the dining room table; use a small plate; and don't talk while eating. In one month he lost 10 pounds.

Diet Pills

Dana took diet pills (amphetamines), which she got from her doctor. The pills took away her appetite and also made her very active and nervous. After taking a pill, she had a lot of energy, but later in the day, she got tired and depressed until she took her next pill. After a while, the diet pills made her so nervous that she started taking tranquilizers. After being on pills for three months, she lost ten pounds.

What do you think of these methods of losing weight?

Do you think Bertha should try any of them?

Can you describe how people you know have lost weight?

TOTAL: 114

CALORIE COUNTER

Food	Amount	Calories
<u>DAIRY PRODUCTS</u>		
American cheese	1 oz.	100
cottage cheese,		
creamed	$\frac{1}{2}$ C	120
uncreamed	$\frac{1}{2}$ C	98
eggs,		
boiled	1	81
fried	1	114
ice cream,		
vanilla	$\frac{2}{3}$ C	200
chocolate	$\frac{2}{3}$ C	225
milk,		
whole	1 C	161
skimmed	1 C	89
<u>MEAT AND POULTRY</u>		
beef, broiled (without fat)	4 oz.	250
frankfurter (no bread)	1	151
lamb, roasted (without fat)	4 oz.	212
pork, roasted (without fat)	4 oz.	290
chicken		
roasted, meat and skin	4 oz.	283
broiled, meat only	4 oz.	155

Food	Amount	Calories
<u>FISH</u>		
cod, dried salted	4 oz.	148
broiled with butter	4 oz.	194
flounder, baked with butter	4 oz.	222
tuna, canned		
in oil	4 oz.	223
in water	4 oz.	144
<u>FRUIT</u>		
apple	1	80
banana	1	87
orange	1	60
<u>VEGETABLES</u>		
broccoli	$\frac{1}{2}$ C	20
celery	$\frac{1}{2}$ C	9
corn	$\frac{1}{2}$ C	77
cucumber	6 slices	7
peas	$\frac{1}{2}$ C	57
potatoes,		
baked	1 (small)	93
French fried	10 pieces	156
rice,		
white cooked	$\frac{1}{2}$ C	92
tomato (raw)	1	33

CALORIE COUNTER (Page 2)

<u>Food</u>	<u>Amount</u>	<u>Calories</u>
<u>BAKED AND PREPARED FOODS</u>		
bread	1 slice	62
cake,		
chocolate	1 slice	195
cupcake (Hostess)	1 piece	205
cookies,		
chip	1 piece	51
donut	1 piece	180
spaghetti,		
canned with ground beef	4 oz.	135
<u>BEVERAGES</u>		
beer	8 oz.	104
Coca cola	8 oz.	96
coffee (black)	8 oz.	2
orange juice	8 oz.	112
orange drink (Tang)	8 oz.	118
Seven-up	8 oz.	97
wine (dry)	8 oz.	96

<u>Food</u>	<u>Amount</u>	<u>Calories</u>
<u>FATS</u>		
butter	1 T	100
margarine	1 T	102
mayonnaise	1 T	108
oil	1 T	125
<u>MISCELLANEOUS</u>		
peanuts,		
roasted and salted	½ C	421
potato chips	10	114
sugar	1 tsp.	15
Italian dressing	1 T	83
ketchup	1 T	18

PART VII

NUTRITION

Look at the chart entitled "Recommended Daily Dietary Allowances."

On the basis of this chart, answer these questions:

1. How much protein should Bertha have each day? _____
2. calcium _____
3. iron _____
4. vitamin A _____
5. What other vitamins should she have? _____

6. What about an eight year old child?

	<u>nutrient</u>	<u>amount</u>
Example:	<u>protein</u>	<u>52 gms.</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

PART VIII

- A) Look at the diet you wrote for Bertha and find out how much protein she will get from the foods you suggested. (Use the information on "Sources of Protein and Calcium."

- B) Plan a menu for one day for an 8 year old child, or, if you have children, one of your children. Be sure to include the right amount of protein and calcium.

(Use the information on "Recommended Daily Dietary Allowances" and "Sources of Protein and Calcium.")

SOURCES OF PROTEIN AND CALCIUM

<u>Food</u>	<u>Amount</u>	<u>Protein (in grams)</u>	<u>Calcium (in milligrams)</u>
<u>DAIRY FOODS</u>			
whole milk	1 C	8	298
cottage cheese	1 C	30	207
American cheese	2 slices	10	332
egg	1	6	27
custard (flan)	1 C	13	278
ice cream	1 C	6	175
yogurt	1 C	8	295
<u>MEAT AND POULTRY</u>			
beef	3 oz.	16-24 (depending on fat)	0
chicken	3 oz.	23	0
lamb	3 oz.	18-24 (depending on fat)	0
pork	3 oz.	16-21 (depending on fat)	0
ham	3 oz.	8-16 (depending on fat)	0
<u>FISH</u>			
clams	3 oz.	12	74
cod, broiled	3 oz.	24	0
flounder, baked	3 oz.	26	0
sardines, canned	3 oz.	22	367
shrimp, steamed	3 oz.	23	0
tuna, canned	3 oz.	25	0
<u>VEGETABLES</u>			
lima beans, dry, cooked	1 C	16	15
lentils, cooked	1 C	15	50
soybeans, cooked	1 C	22	150

RECOMMENDED DAILY DIETARY ALLOWANCES (1) (*)

	Age Years		Wght. pounds	Hgt. Inches	Calories	Protein gm.	Calcium mg.	Iron mg.	VITAMINS					
	from	to							A Units	B-1 mg.	B-2 Mg.	Niacin mg.	C mg.	D Units
Men	18	35	154	69	2,900	70	800	10	5,000	1.2	1.7	19	70	
	35	55	154	69	2,600	70	800	10	5,000	1	1.6	17	70	
	55	75	154	69	2,200	70	800	10	5,000	.9	1.3	15	70	
Women	18	35	128	64	2,100	58	800	15	5,000	.8	1.3	14	70	
	35	55	128	64	1,900	58	800	15	5,000	.8	1.2	13	70	
	55	75	128	64	1,600	58	800	10	5,000	.8	1.2	13	70	
	During last 6 months of pregnancy				+ 200	+20	+ 500	+ 5	+1,000	+ .2	+ .3	+ 3	+30	400
	While nursing infant				+1,000	+40	+ 500	+ 5	+3,000	+ .4	+ .6	+ 7	+30	400
Children	1	3	29	34	1,300	32	800	8	2,000	.5	.8	9	40	400
	3	6	40	42	1,600	40	800	10	2,500	.6	1	11	50	400
	6	9	53	49	2,100	52	800	12	3,500	.8	1.3	14	60	400
Boys	9	12	72	55	2,400	60	1,100	15	4,500	1	1.4	15	70	400
	12	15	98	61	3,000	75	1,400	15	5,000	1.2	1.8	20	80	400
	15	19	134	69	3,400	85	1,400	15	5,000	1.4	2	22	80	400
Girls	9	12	72	55	2,200	55	1,100	15	4,500	.9	1.3	15	80	400
	12	15	103	62	2,500	62	1,300	15	5,000	1	1.5	17	80	400
	15	18	117	64	2,300	58	1,300	15	5,000	.9	1.3	15	70	400

Equivalents used in the following tables

1 quart=4cups
 1 cup=8fluid ounces
 =½ pint
 =16 tablespoons
 2 tablespoons=1 fluid ounce
 1 tablespoon (T.) =3 teaspoons (t.)
 1 stick butter or margarine =½ cup
 = 16 pats or squares

(1) Report of Food and Nutrition Board, National Academy of Sciences, National Research Council, Public. 1146 (rev. ed., Washington, D.C., 1964).

(*) Intended to meet the needs of healthy individuals living in the United States.

Should Have/Job Applications
A Model Lesson in ESL and Coping Skills

By Joann Berg
Adult Education Resource Center
Montclair State College

FOR THE TEACHER

Structural Focus: Should have (entry 3.3)
Coping Skills Area: Job Applications

General Linguistic Information:

The central linguistic focus of this unit is "should have" within the coping skills area of job applications. This area involves the students' ability to fill out job applications and understand the directions given on the forms.

Structures reviewed in this unit include:

Oral Skills Syllabus

past verb forms	1.21
should	1.39
DTN verb	2.40

Information on Specific Parts:

This unit consists of five parts, each part designed to integrate the structure forms and the coping skill. It is intended that practice of the target structure will develop out of the situation, job applications. Handouts #2,3,4 and #5 are sample applications. Use as many as needed by your students.

PART I:

1. The day before beginning to fill out job applications, discuss with the students what you are going to do. They will need to bring names, dates and addresses of previous employers, S.S. #, and names, dates and addresses of schools. It is difficult for some of the students to obtain this information, and you will have to help them translate their education into terms a potential American employer can understand.

PART II:

1. Begin by asking students to look at Handout #1. This is an actual job application. Explain that they will not write anything yet. Discuss with them the different parts of the application. Some of the following may be unknown:

MIDDLE NAME
FELONY
LAST EMPLOYER
NEXT PREVIOUS EMPLOYER
DESCRIPTION OF DUTIES
REASON FOR LEAVING

2. After discussing the application and clarifying the unknown items, have students make a list (as a group) of all the things one should do when filling out an application.

EXAMPLES: You should use a pen, not a pencil.
 You should print all information.
 You should fill in all information.
 You should not write in the margins.
 You should know your S.S.#, etc.

3. Using handout #1 and the information the students brought with them, have the students fill out the application.

4. Collect the applications.

PART III:

1. Copy the errors the students made on their applications either on a ditto or the blackboard. Typical errors will be:

- a. NAME: Gomez Ana Rodriquez
 LAST FIRST MIDDLE
- b. COLLEGE: Abraham Lincoln High School
- c. REASON FOR LEAVING: I go U.S.
- d. SUPERVISOR: Bob
- e. ZIP CODE: 201

2. Ask students to look at one of the errors and ask, "What's wrong?" or "What did he write?". Student: She wrote her maiden name. The teacher will introduce: She should have written her middle name.

EXPLANATION I

"Should have" is used to show advisability in the past.

3. Continue talking about the students' errors by having the students supply the "past" and the "should have" response.

EXAMPLE:

Teacher: What's wrong with this?

Student: He or she didn't print and he or she should have printed.

PART IV:

1. It will take a lot of practice to learn how to fill out an application since there are so many ways to ask the same questions and so many different questions to be asked. As many applications as you can give the students for practice will be helpful. Handout #2,4 and 5 are

actual applications. The company names have been deleted but the formats are the originals. Have students practice filling out the applications, working individually, in pairs, or in groups. This will give them practice in both the coping skill and the structure "should have". Encourage them to work in pairs, helping each other and discussing errors.

PART V:

1. Handout #6 is a compilation of common errors made when filling out applications. Handout #6 can be used as a general review of job applications and the structure "should have".

NAME: FIRST MIDDLE LAST

APPLICATION FOR EMPLOYMENT
AN EQUAL OPPORTUNITY EMPLOYER

Applying for position as: _____

Salary acceptable _____

Telephone Number () _____

DATE OF APPLICATION _____

PERSONAL INFORMATION

Address: STREET CITY STATE

Zip Code: Social Security Number

Have you ever been convicted of a felony? _____

If "yes", give: Offense: Date: Place: _____

EDUCATION

NAME AND ADDRESS OF SCHOOL	NUMBER OF YRS. ATTENDED	MONTH & YEAR ATTENDED		MAJOR COURSES	DID YOU GRADUATE?
		FROM	TO		
High School					
Business School					
College					
Other					

WORK EXPERIENCE

LAST OR PRESENT EMPLOYER		NEXT PREVIOUS EMPLOYER		NEXT PREVIOUS EMPLOYER	
Company:		Company:		Company:	
Supervisors:	Phone Number	Supervisors:	Phone Number	Supervisor:	Phone Number
Address:		Address:		Address:	
Dates of employment From To	Salary	Dates of employment From To	Salary	Dates of employment From To	Salary
Brief description of duties:		Brief description of duties:		Brief description of duties:	
127				128	

HANDOUT #1

Page 4

PLEASE PRINT CLEARLY - PRESS FIRMLY - USE BALL POINT PEN

Name Last		First	Middle	Social Security Number	Today's (Mo) - (Day) (Yr) Date	Home Phone Number Area Code () -
				Position Desired	FULL TIME ☐ PART TIME ☐	
Present Address Street		City	State	Zip Code	Date of Birth (MO) (DAY) (YR)	What Department did you work in?
Are you a United States citizen? YES ☐ NO ☐		If you are not a United States Citizen, Type of Visa			Date of arrival in U.S.A. (MO) (DAY) (YR)	Your Alien Registration Number
Referral Source: Posting ☐ Self ☐ Ad ☐ C.U. Employee ☐ Agency ☐		Have you previously been employed by Columbia University? (MO) (YR) NO ☐ YES ☐ If yes, when? - TO -				
Has any member of your family been employed by Columbia University? NO ☐ YES ☐		If yes, what relation?		Dates Relation Employed? (MO) (YR) START - TO -	Employed in which Department?	

Education

Type of School	Name and Address of School	Major Fields	Did you Graduate? (check box) YES NO	Dates Attended FROM TO	Number of years completed or type of Degree received
High School					
College					
Graduate, Business, Trade or Professional					
Other					

Employment History (List United States Military Service as Position)

Previous Employment	Present or Last Job	Second to Last Job	Third to Last Job	Fourth to Last Job
Dates Held	From (MO) (YR) To (MO) (YR)	From (MO) (YR) To (MO) (YR)	From (MO) (YR) To (MO) (YR)	From (MO) (YR) To (MO) (YR)
Company's Name				
Company's Address				
Position				
Last Salary				
Description of Duties Performed				
Supervisor's Name & Title				
Reason for Leaving				

Office and Technical Skills

Typing - W.P.M.:	Shorthand - W.P.M.:	Speed Writing - W.P.M.:	Languages	Other
Technical or Professional Skills (Circle those that pertain to you): i.e., Accounting, Programming Languages, Crafts, Instrument Design, Lab Skills, other; explain:				

(please print plainly)

Date _____

Name _____ Home Tel. No. _____

Present address _____ How long have you lived there? _____

No. Street City State

Previous address _____ How long did you live there? _____

No. Street City State

Position applied for _____ Earnings expected \$ _____

PERSONAL

Date of birth _____

Are you: _____ Single? _____ Widowed?

No. children _____ Ages _____

Sex _____ Height _____ Weight _____

_____ Engaged? _____ Separated?

No. other dependents _____ Ages _____

_____ Married? _____ Divorced?

Are you a U. S. citizen? _____

Date of marriage _____

Soc. Sec. No. _____

Do you: _____ Own your own home? _____ Rent? _____ Live with relatives? _____ Board? _____ Stay with friends? _____ Other _____

Do you carry life insurance? _____ Amount \$ _____

What physical defects do you have (if any)? _____

In case of emergency, notify _____

Name

Address

Telephone

EDUCATION

Type of School	Name and Address of School	Courses Majored In	Last Year Completed				Did you Graduate? (Give Degrees)	Last Year Attended
Elementary			5	6	7	8		19
High School			1	2	3	4		19
College			1	2	3	4		19
College			1	2	3	4		19
Graduate School			1	2	3	4		19
Service or Business School			1	2	3	4		19
Other Courses			1	2	3	4		19
Other Courses			1	2	3	4		19

Scholastic standing in High School? _____ In College? _____

EXTRACURRICULAR ACTIVITIES — (Athletics, Clubs, etc.
(Do not include military, racial, religious, or nationality groups.)

High School _____ College _____

Offices held _____ Offices held _____

SERVICE IN U.S. ARMED FORCES

Which Service? _____ What branch of that Service? _____

What was your job? _____

Date active duty started _____ Starting Rank _____

Date of discharge _____ Rank at discharge _____

HANDOUT #4

APPLICATION FOR EMPLOYMENT (PLEASE PRINT ALL INFORMATION)

PERSONAL DATA

TODAY'S DATE

POSITION DESIRED

REFERRED BY

SALARY REQUIREMENT

NAME						
	LAST	FIRST	MIDDLE	MAIDEN		
ADDRESS						
	NUMBER			STREET		
	CITY	STATE			ZIP	
AGE*	SEX*	HEIGHT	WEIGHT	NO. OF CHILDREN	SOCIAL SECURITY NUMBER	TELEPHONE

MARITAL STATUS: MARRIED ☐ SINGLE ☐ DIVORCED ☐

HEALTH RECORD: ANY PHYSICAL IMPAIRMENTS? ☐ NO ☐ YES { IF YES EXPLAIN

NOTIFY
IN
EMERGENCY

NAME

RELATIONSHIP

ADDRESS

PHONE

CITIZENSHIP STATUS: U.S. CITIZEN ☐ RESIDENT ALIEN ☐ () VISITOR ☐

NO. OF YRS. IN U.S.

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed				Did You Graduate?	List Diploma or Degree
Elementary			5	6	7	8	☐ Yes	
						☐ No		
High			1	2	3	4	☐ Yes	
						☐ No		
College		131	1	2	3	4	☐ Yes	
						☐ No		
Other			1	2	3	4	☐ Yes	

Name: First Middle Last Social Security Numt

Address: Number & Street City State Zip Code Area Code Phone

Position applied for (please be specific): Starting Salary Expect

Are you free to travel? If Yes — % of time Are you free to relocate? Geographical Preferences or Limitations

☐ Yes ☐ No ☐ Yes ☐ No

U. S. Citizen? If Non-Citizen, Type of Visa Alien Registration No.

☐ Yes ☐ No

Name used on School Records:

Education

Type of School	Names and Address of School	Dates from — to	Graduate Mo. — Yr.	Degree	Major Subject	Minor Subject	Rank in Grad. Class	Overa Avera
High School								
College(s)								
Graduate School								
Technical Business or Other								

Now attending: Scholastic Honors, Scholarships, Assistantships, etc.

☐ Undergraduate School ☐ Graduate School

☐ % Complete:

List Publications, Theses, etc.

Special Qualifications

Professional Organizations — Memberships and Offices held

What Office Machines do you operate?

Typing Speed: Steno Speed:

WPM

WPM

Languages: Read
Write
Speak

Employment History

relevant experience in the Armed Forces of the U

Firm Name			Type of Business		Page 9
Address:	Street & Number	City, State & Zip Code		Area Code	Telephone Number
Employed:	Date	Base Salary	Title and Department		
Final*	Date	Base Salary	Title and Department		
Responsibilities			Name and Title of Immediate Supervisor		
			Reason for Seeking New Employment		

Firm Name			Type of Business		
Address:	Street & Number	City, State & Zip Code		Area Code	Telephone Number
Employed:	Date	Base Salary	Title and Department		
Final*	Date	Base Salary	Title and Department		
Responsibilities			Name and Title of Immediate Supervisor		
			Reason for Seeking New Employment		

Firm Name			Type of Business		
Address:	Street & Number	City, State & Zip Code		Area Code	Telephone Number
Employed:	Date	Base Salary	Title and Department		
Final*	Date	Base Salary	Title and Department		
Responsibilities			Name and Title of Immediate Supervisor		
			Reason for Seeking New Employment		

Firm Name			Type of Business		
Address:	Street & Number	City, State & Zip Code		Area Code	Telephone Number
Employed:	Date		Title and Department		
Final*	Date		Title and Department		
Responsibilities			Name and Title of Immediate Supervisor		
			Reason for Seeking New Employment		

There is something wrong with each of the following application items.
For each item write what the applicant should have done:

1.

<u>Gomez</u>	<u>Ana</u>	<u>Maria</u>
LAST	FIRST	MAIDEN

She should have written her maiden name.
2. TELEPHONE #: () 239-6841
3. REFERENCES:

<u>Bob</u>	<u>280 Main St.</u>
NAME	ADDRESS
4. SOCIAL SECURITY #: 2 4 8 9 1 3 8 2
5. EYE COLOR: Braun
6. REASON FOR LEAVING LAST JOB: I go to U.S.
7. BRIEF DESCRIPTION OF DUTIES (ON LAST JOB): I controlling inventory
8. SIGNATURE: Susan Chin
9. HEIGHT: 63"
10. REASON FOR LEAVING LAST JOB: I got fired
11. FOREIGN LANGUAGES SPOKEN: English
12. CIRCLE ONE: Married Single Divorced